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ABSTRACT

This booklet is a teacher's manual that promotes sex equity in elementary school physical education. The first part of the booklet explains the development and effect of sex stereotypes in the classroom. The second part lists games, activities, and sports in which both sexes can participate equally. Appendices include behavior and discipline guidelines, safety procedures, improvised equipment, teaching methods, and additional lesson plans. (CJ)

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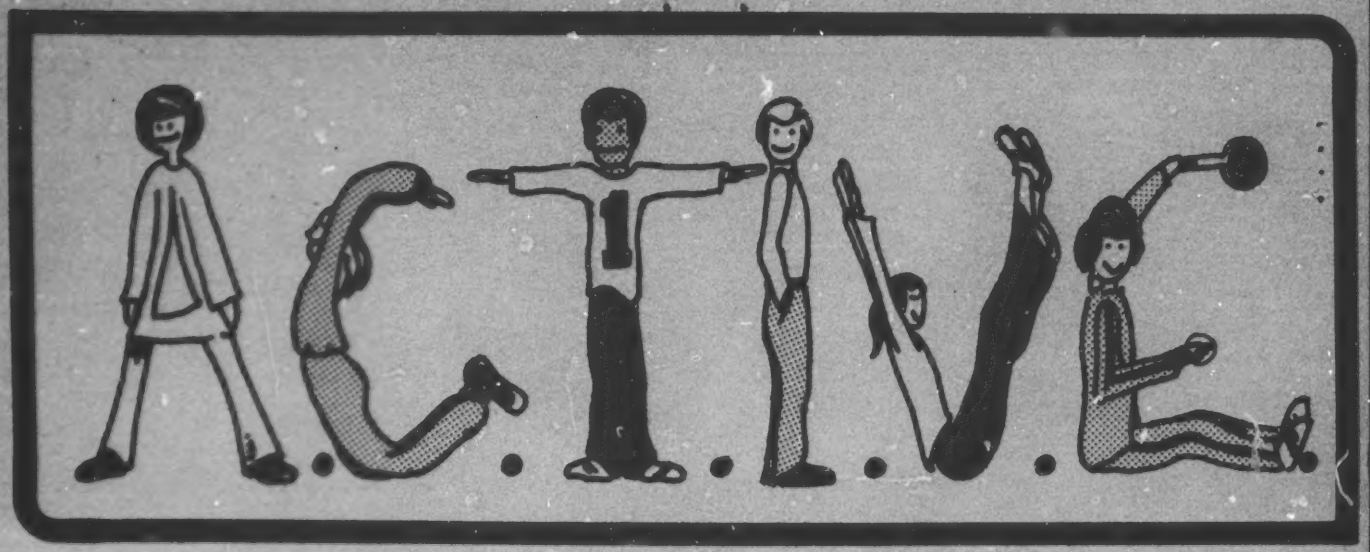

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A.C.T.I.V.E.
Sex Equity in Elementary School Physical Education

U.S. DEPARTMENT OF HEALTH
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TEACHER'S MANUAL

SP 016 533

Women's Educational Equity Act Program
U.S. Department of Health, Education, and Welfare
Office of Education

A.C.T.I.V.E.

Sex Equity in Elementary School Physical Education

TEACHER'S MANUAL

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Women's Educational Equity Act Program
U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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PREFACE

Acknowledgments are due to many people. During the first year of Project A.C.T.I.V.E. all project teachers (Bud and Sue Turner, Robbie Whitlock and Jack Wayerski) met regularly with the Associate Project Director to brainstorm ideas and produce teaching material. As this was tried out and refined, comments and criticism from the consultants --Richard Burnham, Margie Hanson and Lois Pye-Peterson--and from the Project Director were most valuable. All written material was read, re-read and rewritten. As the need for more emphasis on sex equity was realized, Audra Adelberger became one of the staff. The Project Officer, Doris Shakin, American Institutes for Research consultant Dorothy Jo Edwards, and Marjorie Blaufarb also made valuable comments.

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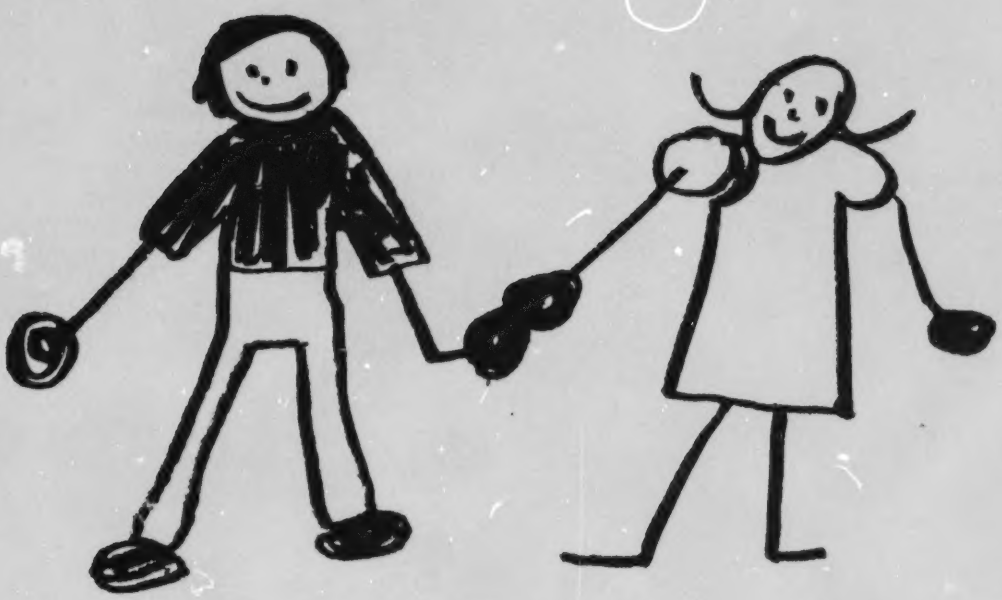
"New" basketball will be better than
men's basketball or women's basketball.

PART I
PROVIDING SEX EQUITY

". . . the idea of using the term 'EVERYONE'
instead of 'boys and girls' is great!"

"K" teacher, Hawaii



"No person . . . shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance . . ."

Title IX, Education Amendments of 1972

CHAPTER I: Introduction

Children are unique individuals and grow at their own rates; children are also members of groups (sex, racial/ethnic, age, social, etc.) and are likely to display group characteristics. These apparently conflicting statements pose a problem for teachers: when we, the teachers, are "color blind" or "sex blind," we may ignore facets of children which are important to them and affect their total growth as persons. On the other hand, when we are aware of Patricia as "a girl" or Thomas as "a Chicano," we may unintentionally stereotype them, which is another way of limiting their growth as individuals. How, then, can teachers simultaneously encourage children's uniqueness and be sensitive to their cultural values and group differences?

Project A.C.T.I.V.E. proposes an answer to this question for the teacher of elementary physical education. Based on a movement education approach to physical education, Project A.C.T.I.V.E. encourages both maximum individual growth and participation in a variety of group situations. The Project helps children free themselves from limiting stereotypes without imposing a new set of rigid expectations. It also integrates a sex-equity approach into a complete physical education curriculum by providing new activities and by suggesting new approaches to traditional sports and games. Project A.C.T.I.V.E. allows a teacher to deal easily and naturally with any limitations placed on the children by sex stereotyping and encourages mutual respect and tolerance of differences--not only between teacher and children but also among the children themselves. Since this suggested teaching method partly relieves the teacher of responsibility for causing activity (the children themselves take over this function), much useful observation and help can take place as the teacher circulates and interacts on an individual or small-group basis.

We recognize that our approach is only a partial answer. We deal with sex differences and sex stereotyping and do not directly examine racial, ethnic, or other group differences. We hope, however, that you will find that many of the techniques and methods suggested here are also applicable in other equity situations.

PROJECT A.C.T.I.V.E. IS FLEXIBLE AND INDIVIDUALIZED

Stereotyping of any kind is a barrier to the achievement of full individual potential. Although many teachers are aware of this and delight in the individuality of children, they are often hampered by a lack of materials and methods for combating stereotypes and promoting individual growth. A way to increase individualized programs within the school curriculum is needed.

Covering a typical year's program, the A.C.T.I.V.E. materials are designed to do that: to allow or cause individualization within a "normal" physical education lesson, to extend lessons into a sequential and progressive program, and to ensure the carry-over of a physical education program into total growth. The materials, intended to be used flexibly, provide the starting point for the teacher. Like the teachers who field tested them, you will find these materials useful in a variety of situations.

The sequence of Project A.C.T.I.V.E. materials reflects the ease of their introduction to children who may hold stereotyped expectations about their physical activities:

- Inventive and creative games give EVERYONE, including the teacher, an opportunity to take a fresh look at play and sports.
- Creative movement and dance are really simple to teach, most children are eager to participate once any initial hesitancy is overcome, and no special apparatus is needed.
- Simple gymnastics are fairly sex neutral for many children.

- Traditional sports usually present the greatest potential for stereotyping, unequal participation, and conservatism in the children.

Although the materials have been divided into units in the suggested order of their introduction, teachers may prefer to use the materials on a seasonal basis instead (e.g., soccer in the spring, tennis in the summer). Another possibility is to consult with other teachers in the school so that several people use the same apparatus at the same time, leaving it out and ready for another class, or easing the storage problems. School policies for storage, access to monitors, availability of keys, etc., are quite worthwhile. Children's self-management and self-direction are greatly aided by consistent school policies that are followed by all teachers. Likewise, providing sex equity and minimizing stereotyping are much easier when they are school and community concerns.

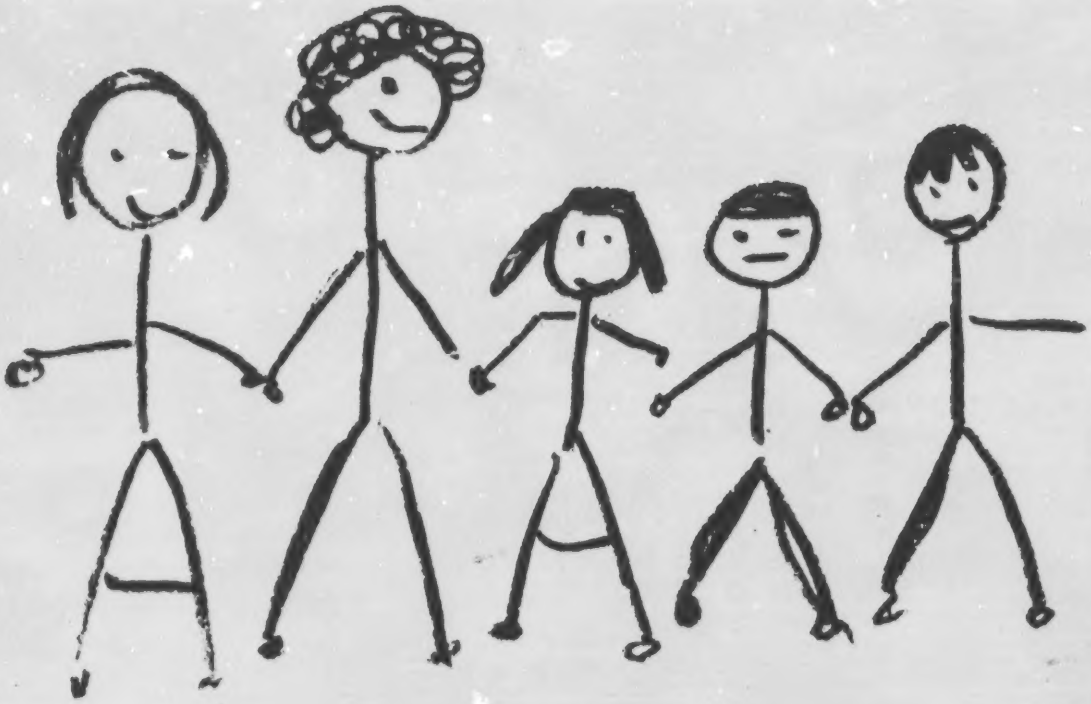
Some teachers may want to discuss the rationale for these materials with their students, linking the materials to sex-equity awareness in other classroom materials or procedures; other teachers may prefer to judge these materials and to observe the behavioral changes which are intrinsic to the activities.

Family bonds are developed and strengthened by doing things together; many parents today are aware that their children can live richer and fuller lives if they participate in physical activity. Our concept of a healthy person is that of a physically active person. School physical education programs need to produce men and women who enjoy activity, who feel competent to perform a variety of skills, and who can interact with others in activity. Perhaps the highest form of human interaction is MUTUALITY--mutual respect and mutual submission.

Collective decision making is not achieved easily and needs years of practice. Project A.C.T.I.V.E. materials are based upon a teaching method which uses collective decision making and self-responsible action from kindergarten upward.

Human learning is hierarchical.
Start young.

Since individual differences in children are inevitable, since children learn best that which they are ready to learn, and since teachers vary in their expertise and skill in observation, the best approach to teaching physical education is a flexible, adaptable one. Project A.C.T.I.V.E. is an individualized, child-centered teaching method which helps students to learn traditional and new skills in all areas of physical education--through experimentation, problem solving and direct interaction with apparatus in specific situations--for personal success.



"Yes, we had P.E. in my other school,
but all we learned to do was stand in line."

Megan, Second Grade

CHAPTER II:
Freeing Children from Stereotypes

Teachers will find that A.C.T.I.V.E. lessons help to free children from stereotypes or rigid beliefs about what they can or should do. Over a period of time children really do develop a wide range of skills and increase their self-confidence. Many children become so involved that they entirely forget themselves and their initial beliefs about their abilities and "interests." We observed this change often.

However, we also observed that some kinds of stereotyping persisted, even in the A.C.T.I.V.E. situation in which EVERYONE is active most of the time and the atmosphere is one of success for all. (See the examples in the Workshop component.)

In the field testing we found that the most apparent changes in girls' and boys' behaviors took place when teachers (1) paid deliberate attention to the question of stereotyping and re-examined their behaviors and attitudes from that perspective, (2) received some practical "how-to" suggestions on ways to overcome stereotyping, and (3) cared. Teachers reported that inservice workshops were the most helpful way to get this new perspective and information (see the Workshop component).

Although you can learn some of the same things on your own, in this chapter we have included some basic information and some suggestions for activities and observations:

1. A brief discussion of stereotyping
2. Check lists concerning the teacher's actions and interactions
3. Some activities and observations to do in your classroom or gym

Stereotyping Limits Children's Growth

What children attempt is influenced by what they think children of "their sort" are expected to do. "Their sort" may be children of their age, sex, skill level, neighborhood, school, racial/ethnic group--or various mixtures of all of these (and more). Sometimes these expectations encourage children's growth: In one Seattle school we observed, girls as well as boys play vigorous soccer at noon recess because "everybody plays soccer" at that school. Both boys and girls also play hopscotch and jump rope. They have all developed the needed skills in P.E. classes and are accustomed to playing together.

On the other hand, expectations of what "our sort" of people do may sometimes limit children's growth: In another Seattle school, girls are not welcome in the noon recess soccer game, and boys do not attempt jump rope or hopscotch--or if they do, they run off when girls approach, abandoning the game and their opportunity to develop those skills. This school is not directly violating equal opportunity laws: children "voluntarily" choose to give up hopscotch or to watch soccer rather than brave the shouts of "we don't want you." A determined girl could force her way into the game--if necessary, by enlisting the aid of the playground supervisor. A determined boy could break the unwritten rule that boys don't play "girls' games" with girls. But for these children and for countless others, the need to do what "our sort" does--in this case, what "boys" and "girls" do--is greater than their desire to develop their skills or join in the fun. In fact, a game loses its fun when it's perceived as inappropriate to "our sort" of people.

What is the difference between the school where girls and boys play together at noon recess and the one where they don't? Both schools have coed P.E. classes, both formally comply with Title IX and other

equal opportunity laws, and both have staffs who express commitment to encouraging individual growth and development. Yet we observed a much wider range of individual growth at the first school than at the second.

In the second school, the working definition of sex-appropriate behavior is restrictive, "masculinity" and "femininity" being seen as limiting physical activity. The unstated message to boys and girls there is that they must learn what to give up, as well as what to develop, as they mature into men and women. In the first school, the working definition of sex-appropriate behavior is expansive; a wide range of physical activity is regarded as both "masculine" and "feminine"--that is, as human. Girls and boys there sense that they are expected to explore their full human potential as a part of growing up.

Throughout Project A.C.T.I.V.E. we assume that the second, or expansive, view of sex roles is desirable. It is the view which permits compliance with the spirit of laws prohibiting sex discrimination and the one which encourages the greatest individual growth. We do not believe there should be a conflict between full individual growth and femininity or masculinity; on the contrary, we believe that the full development of human potential enhances the self-images of both men and women.

Restrictive views of sex roles, often called "sex stereotypes," are beliefs about what men should be because they are born male and about what women should be because they are born female. Such stereotypes are usually held or imposed without reference to individuals. We all make these assumptions from time to time; they are, after all, generalizations which help us to understand the world around us. The world becomes a more comfortable place if it seems to be known, predictable, and ordered. Human beings constantly seek to classify and describe the world around them and particularly the relatively unknown nature of human responses and behavior. A classification or behavior model offers at least a framework which can give confidence to a person who is seeking to understand others or who is faced with causing and conducting human interaction and therefore needs a starting point. So it is inevitable and often valuable for us to say "girls are . . ." or "boys are . . ." in order to express what we have learned from experience.

Stereotyping, however, is a special kind of generalizing. In the Concise Oxford English Dictionary the definition of stereotyping is "to make unchangeable," "to impart monotonous regularity," "to fix in all details," and "to formalize." In other words, stereotypes are rigid and can blind us to facts or potential. We need to recognize general truths about the children we teach, but we also need to learn to treat those generalizations as flexible, and change them to accommodate new information.

Sexism is detrimental to both sexes.

If we are anxious not to stereotype, we are faced with the necessity of living with uncertainty, with refusing to project expectations too far into the future, with keeping an open mind about the probable

responses of others, and with refraining from circumscribing the behavior of individuals to known groups or situations and to previously used materials.

Useful generalizations can lose their validity and become stereotypes in a number of ways. A generalization about girls and boys that was valid in 1950, for example, might now be a stereotype. People have changed, but the ideas about them may be the same. Or, as another example, the teacher's belief in individual growth and development can become a stereotype, a "fixed image" that blinds the teacher to his or her actual behavior with students. Many people who developed and field tested these A.C.T.I.V.E. materials reported surprise at discovering ways in which they had unintentionally been treating boys and girls differently, or ways in which boys and girls were actually behaving differently. "Individual growth" took on new meaning when they examined their own behaviors for sex stereotypes--and found some.

On the following pages in this chapter there are check lists which you can use to compile information about yourself and your students. (Are your beliefs about yourself consistent with what is actually observed? Are there any surprises?) In Chapter III are some ideas about how you might respond to the information you collect through the check lists.

Assessing Your Situation - Teacher's Self-Check Lists

On the following pages you will find two check lists.

How to use the check lists:

1. Rate yourself; or

2. Ask someone else to observe you teaching physical education and to fill out the check list for you. (Since it is very difficult to observe your own behavior, this may give you better information.)

   Because people tend to see what they want to see, do not tell your observer the specific purpose of the observation session and rating, or ask two different people to observe and rate you, or have the observation take place on two different days.

3. Think about patterns of sex differentiation in your behavior and the children's behavior. Examples you find of unequal treatment or behavior do not in themselves prove there is stereotyping; there may be other reasons for the differences observed. But examples of sex differences in expectations, treatment, or behavior can alert you to the presence of "fixed images" or self-limiting behavior. In that case, stereotypes are probably involved and you can then take steps to minimize and avoid them.

4. Read the rationale. There is an explanation on the back of each check list but we suggest that you do NOT read it until you have rated yourself and/or have had others rate you.

CHECK LIST 1

Teacher's Appearance and Actions

	Yes	No
1. Teacher's clothing:		
Is it appropriate for the activity?	☐	☐
Does it serve as a model for boys or girls?	☐	☐
Comments:		
2. Teacher's physical movement:		
Is the teacher active only part of the time?	☐	☐
Is the teacher's movement limited to certain activities?	☐	☐
Comments:		
3. Teacher's enthusiasm:		
Is it spread over a wide range of different activities?	☐	☐
Is the teacher more interested in some activities than in others?	☐	☐
Comments:		

RATIONALE FOR CHECK LIST 1

As adult role models, teachers convey unstated or "hidden" messages to children about the value of physical activity or about the growth expected of children.

Questions about clothing, movement, and enthusiasm can help uncover what some of these hidden messages may be. Suppose, for example, that a teacher participates actively in bat-and-ball activities, showing great enthusiasm, but stands to one side during jump rope, showing only mild interest. Children may then begin to work harder on bat-and-ball skills than on jump rope, and so forth.

Of course, teachers cannot be equally enthusiastic about every area in the curriculum; we are not suggesting that they should be. What we are suggesting is that teachers become more aware of the unstated messages they convey, in order to increase their positive and conscious choices about which messages they wish to continue and which ones they wish to change.

Stereotyping is one kind of hidden message. We observed one female classroom teacher, in high heels, who gave directions to the class but did not engage in movement herself. We felt she was fitting too closely the stereotype of the unathletic, inactive woman whose clothes limit her possibilities for movement. What was she suggesting to the girls about their future as adults? What was her hidden message to the boys about what to expect of women?

CHECK LIST 2

Teacher's Interactions with Students
(Tally the number of interactions or incidents you see)

Does the teacher:	Boys	Girls
1. Use the child's name?		
2. Praise the child?		
3. Stand nearby, watch, smile, or give some kind of indirect support?		
4. Make negative comments, change the child's activity, ask the child to move, put the apparatus away, give a stern look, etc.?		
5. Make use of a "helper"?		
6. Assign children to clean up, tidy up, set apparatus straight, etc.?		
7. Make use of a leader, choose someone, have children already assigned for particular functions?		
8. Support any leadership roles or initiative?		
9. Fail to support leadership or initiative?		
10. Use the child to demonstrate or model?		
11. Have visuals--pictures, charts, awards--which show males/females?		
12. Have children choose apparatus? (Try to tally each piece by sex.)		
13. Have children waiting or inactive?		
14. Have children choose partners? (Record sex-mix, boys' couples, girls' couples.)		
15. Interact with timid or less skilled children?		
16. Encourage out-of-school participation and use of recreational opportunities; show interest in out-of-school opportunities for physical activity?		
17. Comment on any incidents of sex-based discriminatory behavior by the children?		

RATIONALE FOR CHECK LIST 2

This list provides the teacher with an opportunity to check for "hidden messages" about sex roles and sex differences. It is valuable to take an actual count of incidents to avoid any inadvertant subjective bias.

Items 1-10, drawn from research and from observation of teachers' interactions with children, are those in which sex differences are frequently found. The pattern usually reported is that teachers interact more with boys than with girls on the first ten items, except for numbers 6 and 10--cleanup and failure to support leadership. This pattern occurs with teachers who believe they treat girls and boys equally and also with teachers who say "of course" they treat boys and girls differently.

If boys habitually receive more reinforcement from the teacher than girls do, both positive and negative, what is the unstated message conveyed to those children? Is individual development encouraged as much in the child who receives less attention?

Item 11 concerns unstated messages children receive from visuals. Visuals function as role models, as suggestions to the children of what is expected and valued. Do they see an equally wide range of physical activities engaged in by both women and men?

Items 12-16 focus on children's behaviors related to stereotypes of sex-appropriate behavior. Any sex differences observed here indicate the need for planned guidance and intervention by the teacher.

NOTE: We see no need for a consistently 50-50 girl-boy split in choosing partners or groups. We do think children should be able to play as constructively and comfortably with members of the other sex as they do with members of their own sex. Encouraging such play requires frequent and successful mixed-sex experiences.

Children's Stereotypes and Perceptions

Stereotypes

On page 19 you will find a list of sex-stereotyped prohibitions that children often accept or believe without question.

How to use the list:

1. Collect information on the beliefs which may be influencing your students' behavior in physical activities.

   a. Read the list yourself, checking the items you support or agree with and starring the ones you think your students tend to agree with.

   b. Ask the children themselves. Mix the statements and give them to the children in your class as an agree/disagree (true/false) test. (If you decide to use a Project A.C.T.I.V.E. physical education program, it will be interesting to do this test before and after the term.)

   Outside of the classroom, are children encouraged to accept stereotypes or to break free from them?

   c. Discuss the list with a colleague.

   OR d. Discuss the list with two colleagues, one of whom is a member of the other sex.

   OR e. Decide which of the items you think your students' parents would agree with.

   OR f. Watch Saturday morning television cartoons and commercials or early evening shows and compare what you see there with the items on the list.

   OR g. Review the illustrations and texts in some of your students' classroom materials and compare what you see there with the items on the list.

2. Evaluate the information you collect and pinpoint one or two areas for guidance and intervention.

   a. Which stereotypes listed are relevant to your situation? For example, in some schools the girls seem to be every bit as tough and active as the boys. In other schools the girls tend to move to the fringes or go to the end of the line or talk, while the boys engage in vigorous activity.

   b. Are there stereotypes we have not listed which you believe are affecting children's behavior? Name them.

c. Do some stereotypes strike you as having positive qualities which should be preserved? If so, encourage both boys and girls equally to develop those qualities and use them appropriately.

- Both girls and boys need to know when neatness, physical appearance, and careful dressing are important.
- Both girls and boys need to feel free to get dirty and forget their looks, if that's part of the game.

d. Ask yourself:

- What limits are girls or boys putting on their growth when they apply sex stereotypes to themselves?
- What potential harm is a boy doing to himself if, from fear of being "unmanly," he becomes less and less able to express his feelings?
- What potential harm is a girl doing to herself if, from fear of being "unwomanly," she believes she shouldn't take the initiative or plunge into strenuous activity?
- What harm are these children doing to themselves now? to their future career options as adults? to their effectiveness as parents?

e. Expect to find both girls and boys who do not fit sex-role stereotypes. Remember that a stereotype may describe what <u>is</u>, what is <u>expected</u>, or what is <u>valued</u>--or all three. For example, when we say "girls are stereotyped as timid and less skilled in sports," we mean:

- Expect to find significantly <u>more</u> girls than boys who are timid and at the lower skill levels.
- Realize that timidity and lower skill levels are more accepted and more expected in girls than in boys. A timid girl may feel bad about her timidity, but she is unlikely to feel that she's not a "real girl" because of it; a boy who is timid may feel bad about it and <u>also</u> feel that he's not a "real boy." Both may be called "scaredy-cat" or "chicken" by their peers; the boy may <u>also</u> be called "sissy" or, in blatant cases, may be told "You're just like a girl."

FREE TO BE YOU AND ME?

Boys shouldn't cry.

Boys shouldn't show their feelings too much.

Boys shouldn't be weak and sissy.

Boys shouldn't enjoy dancing, jump rope, or gymnastics.

Boys shouldn't be "cliquey" and exclude others.

Boys shouldn't care about how they look, their neatness and clothing.

Boys shouldn't do "girl" things.

Boys shouldn't "give in" easily.

Girls shouldn't get dirty or messy.

Girls shouldn't be rough or tough.

Girls shouldn't enjoy kicking, contact sports, getting hot and sweaty, hitting, and various strenuous skills (pushing, lifting, pulling, throwing rocks, knocking things down, splashing).

Girls shouldn't be proud of physical strength or endurance.

Girls shouldn't compete or show off.

Girls shouldn't be open and friendly and include everyone; they should be choosy.

Girls shouldn't always do "boy" things.

Girls shouldn't be too different from the other girls.

Girls shouldn't fix things on their own; they should ask for help.

Girls shouldn't take the initiative.

Girls shouldn't be aggressive.

Although there are more prohibitions for girls, it is probably true that the prohibitions for boys are much stronger and more rigid.

A.C.T.I.V.E. Physical Education is for EVERYONE

EVERYONE needs the confidence to grasp an opportunity when it occurs.

EVERYONE needs to learn assertiveness.

EVERYONE needs an outlet for aggression.

EVERYONE needs the satisfaction in skilled performance.

EVERYONE needs cooperative interaction with others.

EVERYONE needs to learn independence.

EVERYONE needs the benefits of leadership experience.

EVERYONE needs the "give and take" of teamwork.

EVERYONE needs to know what her/his body can and cannot do.

EVERYONE needs the recreative value of moving for the sake of moving.

EVERYONE needs to feel comfortable with her/his body.

EVERYONE needs to know her/his body as a means of artistic expression.

EVERYONE needs the physical release of emotion.

EVERYONE need the euphoria of physical fatigue.

Perceptions

There are several fast and easy ways to check on your students' views of physical education; you should know whether or not they think of physical education as a class in which EVERYONE is active and EVERYONE is involved. Do they categorize certain activities or sports as appropriate to only one sex? Do they perceive sex-equal opportunity?

Below are three methods of getting answers to these questions. You may want to devise and use others.

1. Ask your class to draw a picture of a physical education lesson and to put themselves in the picture.

In the field testing of this method, teachers felt they learned a lot about how their classes were perceived by the children. One first-grade girl drew twelve smiling girls standing in line and two unsmiling boys on apparatus.

The pictures on page 23 were drawn by two second-grade girls in two different schools. The questions accompanying the pictures (page 22) are those we asked ourselves about pictures drawn by children in Project A.C.T.I.V.E. You may want to compare the two pictures, record your initial impressions, and then answer the questions.

2. Distribute a list of sporting activities with boxes beside them for "I definitely want to play," "I might want to play," and "I do not want to play." Have the children check a box beside each activity. There is a sample list on page 24.

This interest survey was conducted twice, at an interval of six months, by 222 fourth- and fifth-graders in Washington State (119 children in project schools; 103 in non-project schools). In the project schools both boys and girls showed a positive change ("yes" or "might" answers) over the six months, in the non-project schools a slight decline of interest in most of the activities was evident. In addition, both girls and boys in project schools showed a greater increase in interest in activities typed for the other sex: Boys indicated a greater positive interest in gymnastics and dance, and girls indicated a greater positive interest in competitive sports.

Using a different questionnaire and a smaller sample of children, we also found that fifth-grade girls in project schools were more likely to increase their participation in after-school sports than girls in non-project schools.

3. Distribute a similar list of activities with three columns or boxes to check: "For boys"; "For girls"; "For both boys and girls."

The list on page 25 was used with 124 children (in fourth and fifth grades) in four schools in Texas. The children completed the form and then received eight weeks of physical education lessons based on the Project A.C.T.I.V.E. materials. They then completed the form again. A marked decrease in sex-typing of activities was evident the second time, and there was an even higher percentage of change (ranging from 30% to

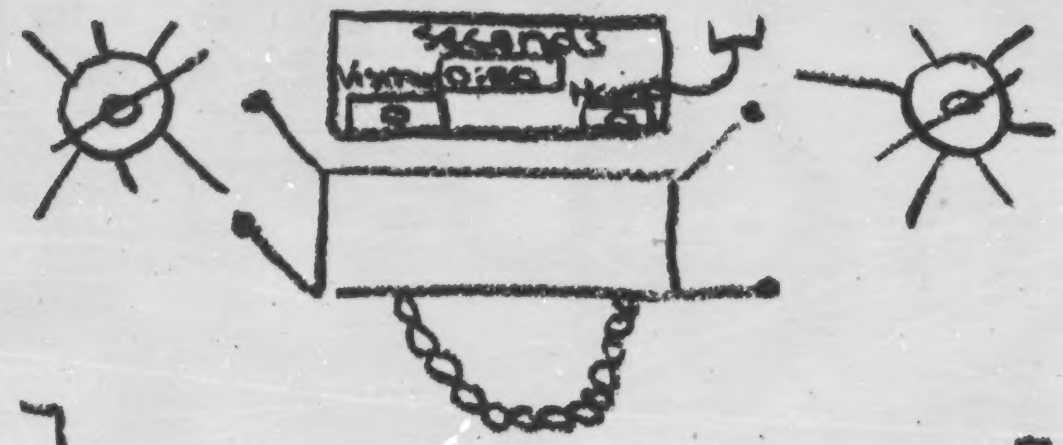
70%) in the "both boys and girls" column, indicating that the children were moving toward the attitude that most activities are appropriate for both girls and boys.

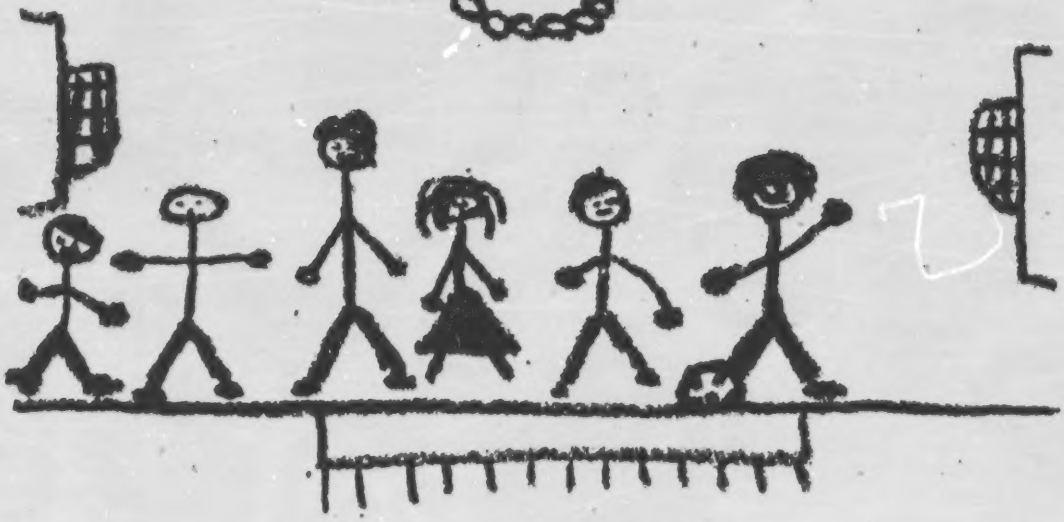
In Chapter III, we have provided some ideas about how you can affect your students' views of physical activities.

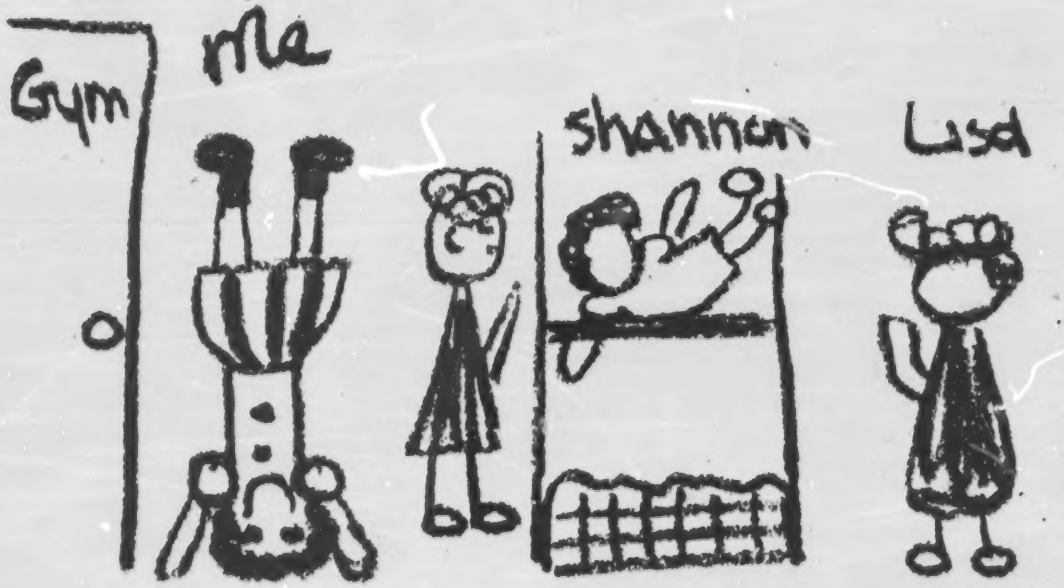
Regarding the two pictures on the following page: The top picture was drawn by a child in a "traditional" physical education program; the bottom one by a child in Project A.C.T.I.V.E. In the top picture, the girl did not label herself; when asked, she said she was the girl in the skirt.

When looking at pictures children draw of themselves in their physical education lessons, do you get a feeling for:

- the number of children in the class?
- the variety of activity?
- any sex differences in activities or interests?
- the amount of time available to the child for detailed observation (that is, the amount of time spent waiting)?
- the ratio of apparatus to children?
- the variety of apparatus used?
- any interaction between children?
- the amount of casual or spontaneous sex-mixing?
- the child's awareness of the teacher?
- the use of space?
- the variety of body action?
- the child's perception of herself/himself as active and involved?





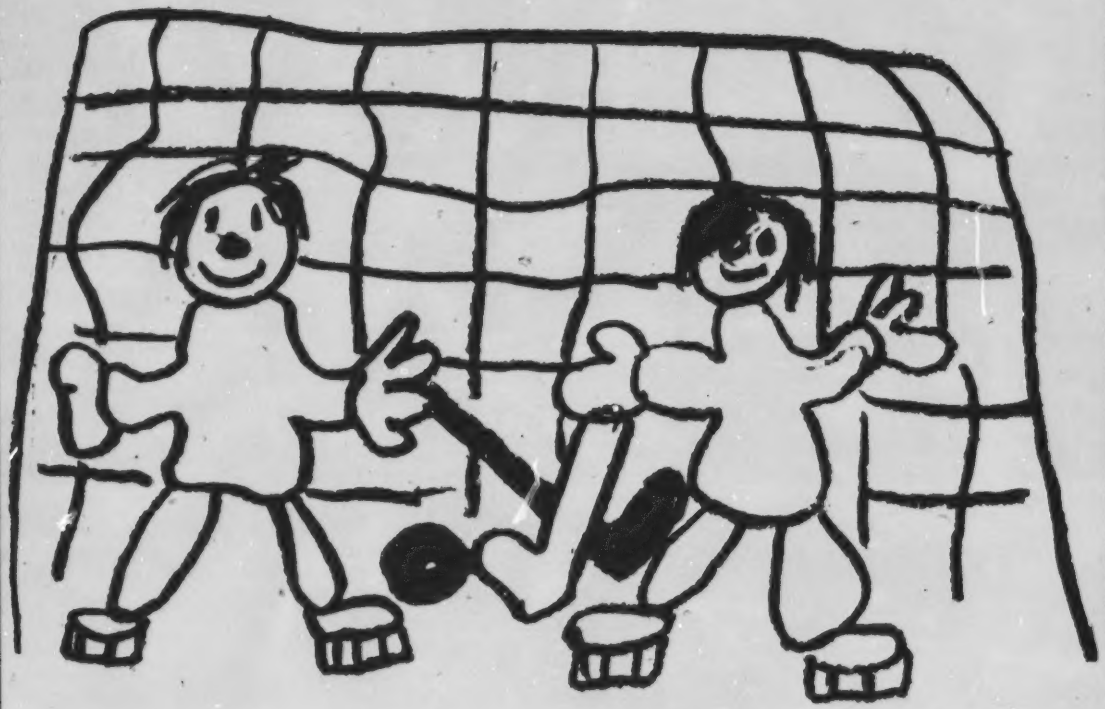

Gym
ma
shannon
Lisa

	I definitely want to play	I might want to play	I do not want to play
Basketball	☐	☐	☐
Floor Hockey	☐	☐	☐
Football (flag)	☐	☐	☐
Gymnastics and Tumbling	☐	☐	☐
Soccer	☐	☐	☐
Softball	☐	☐	☐
Speedball	☐	☐	☐
Square and Folk Dancing	☐	☐	☐
Table Tennis	☐	☐	☐
Track and Field	☐	☐	☐
Volleyball	☐	☐	☐
Other Games (such as Line Soccer and Soak 'Em)	☐	☐	☐

RECREATIONAL ACTIVITIES

Place an X in the box if you think the activity is only a boy's activity, or only a girl's activity, or an activity for both boys and girls. There are no right or wrong answers; simply indicate what you think about each activity. Mark only one X for each activity.

Activity	For Boys	For Girls	For Boys and Girls
Bicycling	☐	☐	☐
Basketball	☐	☐	☐
Climbing Playground Apparatus	☐	☐	☐
Floor Hockey	☐	☐	☐
Football (flag)	☐	☐	☐
Gymnastics and Tumbling	☐	☐	☐
Jogging and Running	☐	☐	☐
Jumping Rope	☐	☐	☐
Hopscotch	☐	☐	☐
Skateboarding	☐	☐	☐
Soccer	☐	☐	☐
Softball	☐	☐	☐
Square and Folk Dancing	☐	☐	☐
Swimming	☐	☐	☐
Track and Field	☐	☐	☐
Trampoline	☐	☐	☐
Volleyball	☐	☐	☐
Other Games (such as "Soak 'Em" and Dodge Ball)	☐	☐	☐



Field hockey is an Olympic sport for men and women (1980).

CHAPTER III:
Guidelines for Effective Change

Increasing sex equity in the classroom or gym is a slow and subtle process. Although some changes can be made quite quickly, most long-term changes in the children's skills and attitudes will come only gradually. What the teacher should aim for is day-to-day modeling of nonsexist behavior.

Examine the sexist and nonsexist implications of everything that happens in your classroom or gym: what children see, what children hear, what children do. At first this may seem tedious and time consuming, but after some time it becomes natural.

You don't always have to know exactly what to do in every situation: Caring about the outcome--awareness of what's going on and wanting to make a difference--can produce real changes in the children's responses. Even if you don't know exactly what you have said or done, you will see the differences.

This point is so important that we are tempted to stop here, saying only: CARE. Model for the children the behaviors and attitudes of a person who believes deeply in the equal potential of girls and boys as individuals.

* * * * * * * * *

You might want information about successful techniques teachers have used in various situations. In Appendix IV, Helpful Hints, we suggest ways to increase sex-mixing, group participation, support of leadership (especially for girls), and positive attitudes toward dance. The A.C.T.I.V.E. Workshop contains more relevant information. And all of the A.C.T.I.V.E. lessons and unit plans (Chapters IX-XIV) focus on the heart of sex-equal development and participation: individualized teaching.

In this chapter we include four guidelines teachers have used for responding to the information they have collected from the self-check lists and other activities described in Chapter II.

GUIDELINE 1. Be Aware of the Unstated Messages You Convey, and Plan Ways to Convey the Ones You Choose.

Check List 1, page 13, asks teachers to consider how their clothing, physical movement, and enthusiasm convey unstated messages.

One teacher who participated in a sex-equity workshop using a form similar to Check List 1 reported that she wasn't very enthusiastic about coed jump rope. She reported that she'd previously been uneasy about introducing a "girl's game" (in this instance, jump rope) to a mixed-sex group and that she'd said things like "Now I know you boys may not want to try this, but . . ." During the workshop, she decided she had been conveying two unstated messages: Boys resist learning some physical skills, and physical activities are sex-typed.

Since those were not the messages she wanted to convey, she decided to change them by:

a. Increasing her awareness of the physical aspect of activities so she'd be less conscious of sex-typing. To do this, since "jump rope" make her think about "girls' games," she began to think and speak in terms of "rope skills" instead of "jump rope."

b. Trying to think about the children in terms of their demonstrated interest or skill level, instead of their sex.

c. Changing from thoughts about "how to get boys interested" to thoughts about "which individual children are not interested in rope skills and how I can make the rope lessons more varied and fun."

Those changes in her attitudes, she later reported, worked beautifully. For the first time she became aware that some girls in her class were not skilled at, nor interested in, jumping rope, whereas some boys were. She had switched mentally from seeing her class as "boys and girls" to seeing them as "children, people, EVERYONE" with different skill levels and different interests.

We saw her behavior as an example of "caring" and "modeling a nonsexist attitude." The change she went through was very effective, and it did not require money, elaborate resources, special techniques, or skills. She simply saw a familiar situation in a new way. The children responded with new, more enthusiastic, and more cooperative behavior.

GUIDELINE 2. See the Familiar in New Ways. Decrease Sex-Typing by Focusing On:

a. The physical aspects of activities. Move away from the social expectations that some activities are more interesting or suitable for one sex than for the other.

b. The child as an individual, as a "person," not as a "girl" or a "boy." The similarities in boys' and girls' bodies, especially before puberty, are much greater than the few obvious sex differences.

GUIDELINE 3. Get an Accurate Picture of Sex Differentiation in Treatment, Behavior, and Expectations in Your Classroom in Order to Design Appropriate Intervention Techniques.

In Check List 2, page 15, teachers are asked to observe sex differences through actual counts of their own and their children's behaviors. This may seem to contradict Guideline 2, which encourages a "sex-blind" attitude. We are in fact suggesting that teachers practice both "sex blindness" and "sex awareness," varying with the situations. There are some times when teachers need to be acutely aware of sex differences and other times when the emphasis should be on children's common humanity or individual traits. It is difficult, but necessary, to search for the right balance of sex-blind and sex-aware behaviors.

We don't think there are any final answers yet to what that balance should be. But in our experience, it is essential for teachers to know what sex differentiation is taking place so that they can make better decisions on how to behave.

Check List 2, Items 1-10: Teacher's treatment of students. Research has shown that many teachers who believe that they are "sex blind" and that they treat boys and girls equally in fact interact more often with one sex than with the other. This is hard to believe unless an actual count of interactions is made in more than one class period.

Unless there is a teacher's aide or a teaching intern in the room, it is hard to find an observer to keep a record of interactions. Some teachers keep their own diaries or logs, using brief free moments during the day to jot down every interaction they can remember. They do this for a day or two, stop for a few weeks, then try it again.

Is the total number of interactions different for the two sexes? Are there any particular categories of interaction in which sex differences are found? What changes can be made so that boys and girls receive equal attention and reinforcement from the teacher?

Example:

Research indicates that even when girls and boys are reinforced an equal number of times,

- boys are more likely to be praised for skill or achievement
- girls are more likely to be praised for behavior (cooperation, etc.)

and that

- girls are more likely to be criticized for deficiencies in skill or achievement
- boys are more likely to be criticized for behavior

What might be the long-term effect of these patterns? Are boys or are girls more likely to develop self-confidence, belief in their own skills, and a willingness to try hard to achieve? Keep a log of what you praise or criticize, as well as the number of interactions.

Check List 2, Item 11: Visuals as role models. If appropriate commercial posters are unavailable, use clippings from sports magazines and newspapers. Provide a sex balance in the size, vividness, and visual interest of the posters or clippings, as well as in the numbers of men and women and in the variety of activities. If visuals of men, for example, are smaller, less active or less dramatic than visuals of women, they may convey the hidden message that women's sports are more highly valued than men's. And vice versa.

Check List 2, Items 12-17: Intervening in children's stereotyped choices. Teachers frequently find that children show sex differences in their choices of apparatus, partners or groups, levels of activities or skills, and participation in out-of-school recreation and physical activities. However, children cannot exercise "free choice" in such areas unless they are free enough from sexual stereotyping to have acquired the experience, skill, and self-confidence necessary to make genuinely individual choices.

That is why it's essential that teachers learn to observe both sex and individual differences in their students--and that they learn how to help their students make the transition from choosing "what the other girls do" or "what the other boys do" to choosing "what I want to do." See Appendix IV, Helpful Hints, for specific suggestions.

Teachers should also intervene, of course, when children show sex discrimination in their comments or behavior. Respect, tolerance, and group loyalty should be expected of all.

The section on Children's Stereotypes and Perceptions in Chapter II provides other ways for teacher to check the attitudes or beliefs about sex roles which may influence the children's behavior. The pictures and lists of activities on pages 23-25 may reveal, for example, that many children believe certain activities are for "both boys and girls." In those cases, the teacher probably needs to make no special attempts to rouse the children's interest and cooperation; but if activities are typically marked "for girls" or "for boys," the teacher needs to use care in introducing them. Often a change in vocabulary helps: from "dance" to "movement," from "jump rope" to "rope skills." Perhaps children should be shown visuals of people of both sexes and various racial or ethnic groups performing the activities.

NOTE: Avoid calling attention to the sex or race of individuals. Let the children comment on it, or notice it, themselves. If you mention it, the children may react with heightened sex-typing instead of more relaxed or confident behavior. Also avoid saying something like "Here's a man dancing" and "These women are basketball players." Instead, say "Here's a dancer" and "These are basketball players." Your apparent sex blindness will help the children react as individuals to the visuals and your comments.

GUIDELINE 4. Work for the Right Balance of "Sex-Blind" and "Sex-Aware" Behaviors.

Awareness of present sex differences is often required to provide future sex balance and sex-equal opportunities. The primary focus of Project A.C.T.I.V.E. is on developing the individual child's physical potential. A secondary focus on eliminating sex differences is needed to ensure that physical potential is not hindered by sex stereotyping.

"I think you're a good teacher because you always use lots of stuff."

John Miller, First Grade

CHAPTER IV:
Designing an A.C.T.I.V.E. Program

Observation

A teacher using the A.C.T.I.V.E. approach to teaching physical skills must be prepared to do a great deal of observing. Before teaching movement lessons, it is advisable that the teacher observe

children--in the school playground, in a park, or on any available apparatus--as they play games of their own choice or organize themselves in group play. A.C.T.I.V.E. lessons resemble children's natural exploratory or play activities and capitalize on their capacity to organize themselves and others, to relate to a small group, and to make sensible judgments about their physical abilities and safety. Children vary, of course, but it is generally reassuring to an inexperienced teacher to see how well and safely children manage their bodies on obstacles (for example trees, counters, grocery buggies, etc.); how inventive they are with apparatus (sticks, cans, car tires); and how easily they organize vigorous activities with other children, often of different ages, sexes, and skill levels. "Corner lot" play is often very satisfying to children and can give the observer confidence that even when a teacher is not telling children what to do they are not paralyzed by inactivity. The observer can also note that homemade apparatus (paper balls, stocking bats, chip-dip containers and milk cartons) are often more attractive and interesting to children than "adult" equipment. Observation can also give insight into the safety awareness of children.

In some neighborhoods and schools, spontaneous play is sex-segregated. Even if all the children play together, however, there may be noticeable sex differences in their skills and attitudes. The teacher can observe this segregation or these differences to note what skills need special attention in class and to plan appropriate compensatory experiences. Do the boys run faster and more freely than the girls? If so, girls need special coaching and attention. Do girls monopolize the bars and rings? If so, ways must be found for boys to develop their upper arm muscles and balance. Do girls or boys show discomfort with the other sex? Is there ridicule, taunting, or excluding behavior? If so, the teacher needs to provide a variety of successful mixed-sex experiences.

In short, teachers who have a good idea of what children do on their own--out of school and without benefit of instruction--also have a level against which to measure their physical education programs. A good school program should raise EVERYONE's level of performance and should not be at a level lower or more restrictive than children's natural play activities. Hopefully, the reverse will be true and children's out-of-school activities will also become greater and richer. Since the effectiveness of a program can be judged partly by its carry-over effects, teachers can check these A.C.T.I.V.E. materials in terms of children's increased participation out of school.

The first step in teaching physical education, then, is to get to know children better through observing their physical activity when no adults are present.

The second step is to find a suitable area for activity and a supply of suitable apparatus. Physical education has been taught in cloakrooms, corridors, hallways, classrooms, cafeterias, basements, open-area classrooms, gymnasiums, multi-purpose rooms, and on flat rooftops. Activity has been inside, outside under cover, outside in the open; on wood floors, tile floors, on grass, dirt, hard-top and concrete. Obviously, enough space is needed, preferably allowing for vigorous movement without crowding. Children are often the best judges of crowding. It is an important part of the A.C.T.I.V.E. approach to

teach children to use space sensibly and safely, and to adapt their movements to the space available. A brief observation of a crowded indoor recess period will remind teachers (and astonish the inexperienced) of how adept children are in their use of space.

If the floor surface can be used by the entire body, not just the feet, a wider range of activities is possible. Children will often use their hands on inadequate or dirty surfaces, but if surfaces are poor, an attempt should be made to acquire mats (2' x 4' pieces of rubber, heavy plastic, or carpet ends--one for each child--or handmade sit-upons of woven newspaper strips). If the mats are used outdoors, they should be stored in pairs, dirty side to dirty side.

Large Apparatus

Large apparatus is most helpful and should be high enough so that children can hang by the arms from it (it need be no higher than a foot beyond the tallest child). Bars that can be gripped are also very useful. Acquiring large apparatus is usually a long-term project, but interested parents often build adventure playgrounds very quickly. After checking them for safety, such things as existing fences, railings, stairways, platforms, stages, pits, hills, trees, doorways, walls, boxes, car tires, and ropes can be used as large apparatus.

Small Apparatus

Small apparatus is inexpensive to buy and easy to make. It is essential that each child have a piece of apparatus when it is used. Teachers of reading have a reading book for each child; similarly, teachers of physical skills must have apparatus for each child. No one can learn to catch a ball without a ball, and "waiting for a turn" is a waste of time. Ensuring that all children are active most of the time is a goal of A.C.T.I.V.E. lessons.

It is not essential for all children to have the same apparatus at the same time. A simple solution to the problem of a limited budget for a class of 40 children is to buy 10 pieces of four types of apparatus and to use them in a "station" group organization: balls in one corner; hula hoops in the second corner; jump ropes in the third; and scoops, bats or sticks with pucks, or beanbags in the fourth. (See Appendix III for suggestions about improvised and homemade apparatus.)

Control

Control and discipline may be even more important than space and equipment. Although space and equipment are aids to control and discipline, having good control of a class and having students with self-discipline often mean that an effective A.C.T.I.V.E. program can be carried out in poor facilities with inadequate apparatus. A few simple rules--such as "no touching," "always find a space," and "stop quickly and sit"--applied firmly and consistently may be sufficient.

The basis of classroom control probably resides in the children's interest in and enjoyment of what they are doing. An interested, absorbed child is active but does not disrupt others and does not

usually make much noise (unless the activity requires it). Positive reinforcement is a powerful teaching tool.

Problems may arise if others, possibly including the teacher, interfere with an activity or if the chosen area for apparatus is unsuitable. Children need help in setting and choosing appropriate conditions for what they want to do. In the early stages, therefore, teachers may need to make some general decisions and to develop some organizational stragegies--for example, about how the class will achieve sex-fair sharing of apparatus. Involving the children in such decisions and strategies is a logical extension of several A.C.T.I.V.E. goals, including children's ability to plan for themselves and others. (Appendix I contains additional suggestions for control.)

Teachers will need to look closely at the nature of the control which exists in their schools and assess the children's readiness for self-direction. As has already been mentioned, children direct themselves in out-of-school play activities. Sometimes in school, however, they have been taught to wait for instructions. The A.C.T.I.V.E. approach requires that children think for themselves; work sensibly without interfering with others; be aware of space, other people and apparatus; and cooperate with the teacher in developing good learning situations. The approach also reflects relationships between teachers and children and among children which are based on mutual respect, mutual submission, tolerance, awareness of differences, and a desire for EVERYONE to achieve his or her greatest human potential.

Motivation

Motivation should be intrinsic, rooted in the pleasure and satisfaction which children derive from bodily kinesthetic sensations and the acquisition of physical skills. Most children enjoy moving and enjoy extending their range of activities and sensuous satisfactions. Children's self-concepts and feelings of worth are often related to what they can do successfully. One of the most immediate and obvious ways a child can achieve success is by physical performance--and that performance is successful if it is the child's choice and takes place at the child's own level of competence. Although traditional programs attempt to present skills at appropriate levels, children are not all the same and there is really no substitute for individual self-choice and response. There will, of course, be direction and structure and an important role for the teacher, but these can be realistic and appropriate in ways that arise from the situation and that are not arbitrarily imposed. There is a danger, however, that children will confuse freedom with license and will find a transition between types of control quite upsetting. (See Chapter V, Making the Transition to A.C.T.I.V.E., and Appendix I, Control and Discipline.)

School Discipline

Before introducing the A.C.T.I.V.E. approach, the teacher should assess the types of control and discipline existing in the school, what the children are accustomed to in physical education classes, and the types of relationships teachers have with the children they

teach. Many teachers find that the A.C.T.I.V.E. lessons are a simple way to teach a good physical education program; experienced classroom teachers usually find that discipline and control are enhanced. As one teacher has put it, "The children are so busy and interested, they haven't time to goof off."

Teach Spacing, Stopping and Starting

At the beginning of an activity, try not to prescribe a specific action. If this is necessary, however, keep it very simple (such as "run") and make the children aware of the general space around them and the space needs of others. Traveling around the room (a defined area if outdoors), not touching others, moving in different directions and at different speeds--all of these need to be taught, as does the practice of "finding a personal space" for stationary activity or use of apparatus. Reinforce good responses. Practice stopping and starting on signal.

Time spent at the beginning on spacing and responsible self-direction will pay dividends later; and if the practice is adopted throughout a school, it will only need to be taught early in a child's school career and reinforced with occasional reminders. Good spacing will probably occur readily if children are traveling using jump ropes or hula hoops or controlling balls, but to build awareness of their bodies' requirements for adequate space and to anticipate and predict the movements of others they need practice. (Slow speeds and substituting jumping or hopping for running may help when children first try moving on their own.) Respect for others and self-awareness are basic goals of the A.C.T.I.V.E. approach.

Interest

This manual's teaching materials (Chapters IX-XIV) have already proved interesting and enjoyable to many children, but teachers of the A.C.T.I.V.E. approach should always be ready to capitalize on their children's interests. When doing that means departing from the A.C.T.I.V.E. materials, we encourage you to do so. Here are some of the reasons why:

- Above all, a teacher should be flexible.
- Time allocations should be very flexible.
- Teachers should feel as free to shorten an activity as they do to extend it.
- Teaching materials should be versatile enough so that the goals can be achieved in a variety of ways.
- Children should be able to follow their own interests and still make progress in a well-rounded physical education program.

Fitness

Simple objectives of physical fitness will be met (1) if children move rapidly enough to raise their heart rates and cause breathlessness, (2) if they increase the distance and ways in which their limbs and trunks turn, twist and rotate, curl and stretch (flexibility of the joints, rotation, flexion, extension), and (3) if they increase the strength and power of their muscles (readily observed by their achievement in managing their body weight, jumping, hanging, climbing, weight on hands, and lifting).

Skill

The children will probably measure their own progress by means of skills acquired. In the A.C.T.I.V.E. program more children should be continually learning to do more things, though not necessarily the same things. A teacher should continually see both new and traditional skills, since children will create new skills as well as learn traditional ones. Some children seem particularly interested in traditional skills, although they often perform them in unique ways. The measure of success, particularly at top levels of athletic performances, is their effectiveness.

Children's Observations

A.C.T.I.V.E. lessons usually include an opportunity to observe those who are particularly inventive or effective. Children often show and tell to teach others, increasing satisfaction and creativity. Although such demonstrations can motivate both performer and observers, they should not detract from the basic rationale that EVERYONE is encouraged to perform in his/her own way and at his/her most effective level.

Enjoyment and Persistence

One additional point should be made: It is often difficult to assess interest and enjoyment; the best judges are not always the children themselves, and adults are often deceived in assessing children's interests. Much cheering and excitement, for example, may really be a comment on the cheerers' lack of opportunity for physical participation. Children may say they love relays or softball because hitherto their programs have consisted of relays and softball. It is always easy to be misled by a vocal minority. Children in school are often inclined to give the answer they think the questioner wants to hear. In youth, as in other stages, some interests are ephemeral. A proper assessment of children's interests and enjoyment requires a longer period of time and unbiased observers. Since much pleasure and satisfaction are learned and develop at later stages of an activity, teachers who wish to introduce a new program should try to persist for a period of time before assessing results. Some teachers have had good success at involving children in this decision to persist.

Guidelines

In summary, these are the guidelines for the A.C.T.I.V.E. approach:

1. Observe children at play in natural settings.
2. Observe sex differences, if any, in skills and attitudes.
3. Establish an area and acquire apparatus.
4. Assess the need for control and discipline.
5. Expect equal participation from girls and boys. Use a variety of intervention techniques to achieve it. (See Appendix IV, Helpful Hints, page 133.)
6. Know and incorporate children's interests.
7. Be sure there is progression and skill learning. Expect substantial growth from not only the more able, but also from the less skilled.
8. Be patient.
9. Persist.

Teaching

When teaching the lessons, remember to:

1. Use positive reinforcement.
2. Teach starting and stopping by establishing signals and practicing.
3. Teach the use of space for locomotion (general space).
4. Teach awareness of the body and its movements (personal space).
5. Teach children to land safely and to use resilience in "meet the floor" situations.
6. Teach children to make their own decisions and to invent their own movements.
7. Provide structure and organization for the children until they provide their own.
8. Impose requirements and allow choices. Integrate boys and girls. (See Appendix IV.)
9. Teach children to get and use apparatus and to return it quickly and carefully, with consideration for others.

ASSESSING OUTCOMES

In the columns below, we have listed some of the major outcomes to include in a successfully individualized program, and major outcomes to avoid or minimize. As programs achieve desired outcomes, teachers will observe EVERYONE's increased interest and enjoyment in physical education. They will also observe wider ranges of physical skills: more children will do more things; and as progression takes place and fitness levels increase, they will observe more advanced skill levels.

OUTCOMES TO INCLUDE	OUTCOMES TO AVOID OR MINIMIZE
The focus is on the child. The child is doing; the teacher is observing and guiding.	The teacher is demonstrating, dominating, or talking too much.
All children--boys and girls equally--are active most of the time.	Children are wasting time in lines, waiting for a turn. More girls than boys are inactive; timid children are passive.

The child competes with herself/himself or through choice.	The child competes only because of peer pressure or group competition imposed by the teacher.
Progression in skills: Activities seem to have purpose.	Activities are isolated: There are repetitive drills without obvious goals.
Equipment is cared for, handled, and stored neatly by EVERYONE.	Equipment is lying around and untidy, causing problems with distribution or storage. There is sex-stereotyping in clean up tasks.
Children cooperate with others, are tolerant of each other, and respect others' needs. Children are comfortable in both mixed-sex and same-sex groups.	There is pushing or other physical disruption, arguing instead of discussing, negative comments about the other sex, and discriminatory behavior.

There is inclusive behavior: Children are willing to include others, cooperate, and share. Supportive statements and equal sex participation are common.

There is exclusive behavior: Participation is limited to boys or girls or "just us." "Not you," "we were here first," etc., are common.

Children think and plan for themselves and with others.

The teacher tells the children what to do and how to do it.

There is intrinsic motivation; children derive satisfaction from their performance and skills.

Children depend upon such extrinsic rewards as pleasing the teacher.

Project A.C.T.I.V.E.

"Well, I've heard of Women's Lib, but this is ridiculous."

(5th-grade male confronted with a female P.E. teacher)

Project A.C.T.I.V.E.

"I used to hate sports; now I play in everything I can."

(5th-grade female)

Project A.C.T.I.V.E.

"They really teach you things you didn't know."

(5th-grade female)

Project A.C.T.I.V.E.

"I feel differently about baseball now. I am not as afraid of the ball and I don't strike out as much."

(5th-grade male)

Project A.C.T.I.V.E.

Should boys and girls have separate P.E.?

"No, it would not be as fun."
(5th-grade male)

"No, because then they won't know how to work with each other."
(5th-grade female)

"No, because boys can show girls how to play certain sports and the girls can help the boys."
(5th-grade female)

"No, because we like it."
(5th-grade male)

IT'S NOT CRICKET

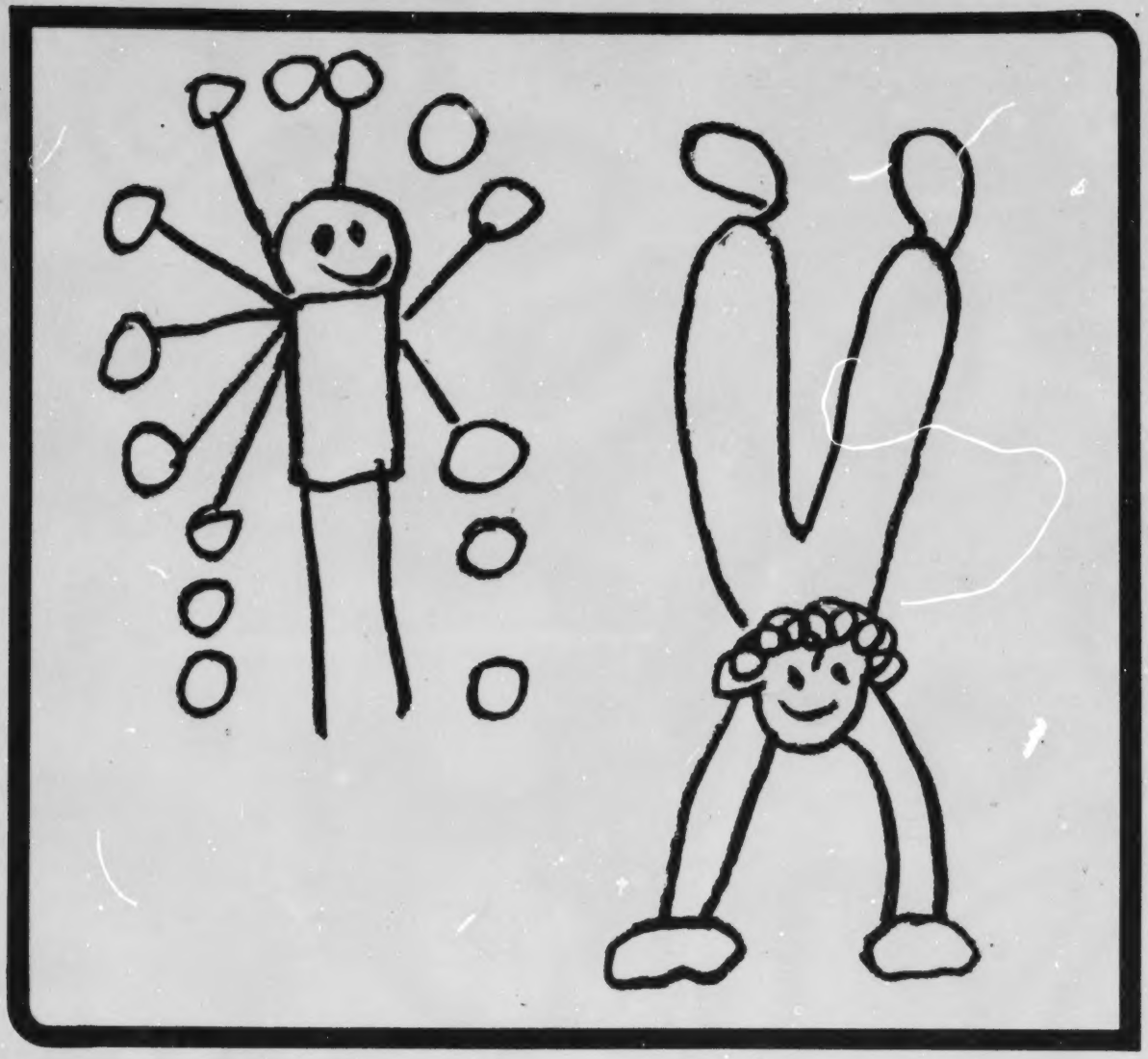
Cricket is essentially a masculine game. It can never be played properly in petticoats . . . . If cricket is to become a recognized game at ladies' schools, we can expect football to be introduced . . . and no doubt the dear damsels will finish up with boxing . . . the girl of the future will be horney-handed, wide-shouldered, deep-voiced . . . and with biceps like a blacksmith's . . . . Let our women remain women instead of entering into this insane physical rivalry with men.

Leading article, Birmingham Daily Mail (U.K.) 1870's.

Exercise puts sparkle in a woman's eye, pink in her cheeks and creates a physical vitality that almost bursts out . . . .

A serious woman athlete--even one who trains with weights--hardly faces the specter of turning into a Tarzan . . . . Witness Virginia Wade, sleek and slender, who can serve a tennis ball at 92 m.p.h.

"The Weaker Sex? Hah!" Time Magazine, June 26, 1978.



CHAPTER V:
Making the Transition to A.C.T.I.V.E.

Children can and do organize themselves and play together very sensibly in sports and games even when their groups are mixed in sex, skill level, and age. Frequently, however, a teacher seeking to introduce A.C.T.I.V.E. physical education in a school program encounters difficulties:

- Although children enjoy movement which suits their levels of achievement and although many have a "natural" urge to explore and try new things, sometimes children seem to resist individualized physical education.

- Children may also resist education which seeks to eliminate sex-stereotyped behavior and activities.

- Many teachers observe what seems to be insecurity and rank conservatism in children, especially those in upper grades.

- Existing patterns are often comfortable, and change is not always welcome.

Despite such difficulties, it is our experience that once transition to the A.C.T.I.V.E. approach is made, children become cooperative and enthusiastic.

Most important, perhaps, is that the transition be slow (although some teachers have asked a class to try a new "experiment" for a period of time). You might take only one section of the lesson outline and incorporate it into a familiar structure. You might reverse the process of explanation, variety, and repetition. You might establish a known response (e.g., jumping jacks), ask for variety (another way or speed of doing it), and then invite exploration (how many ways the children can jump, or how many different ways they can jump on two feet, or how many ways they can jump and use their arms at the same time). You might take a prescribed response but let the children decide when to do it:

> "Everyone curl up small, now stretch slowly--hold it--when I clap my hands, curl up quickly." Repeat. Next time tell the children to curl up when they can't stretch any further. Next step, tell them to curl and stretch at their own speed. Next step, ask them to find different ways of curling and stretching (this may not be possible until subsequent lessons).

A teacher can move only at the pace for which the children are ready.

Movement is an end in itself.

We learn to move in order to move.

It is time consuming and frustrating to confront resistance to change by telling children about the advantages of individualized learning and sex equity. It works better to anticipate specific problems, to be sympathetic but firm in your intention to try new material, and to help children overcome difficulties on an individual basis. The most skilled students, for example, may expect to be rewarded with their accustomed leadership positions, extra activities, and audiences. They may not realize that although their bodies do the same things in an individualized lesson as in a traditional one,

they are less likely to be noticed. Since EVERYONE is active, there is likely to be a great variety of things going on at the same time, and the competitive element may be missing. For some children, including the "stars" from traditional programs, it may be a new idea that EVERYONE is expected to succeed. Nevertheless, we have found that children adapt successfully after a few weeks.

Care. Be patient. Persist.

Some teachers base control and discipline on competition in organized groups: lines, squads, partners; and on waiting for turns, waiting for instructions, waiting for commands, waiting to be told how to do something. In the Project A.C.T.I.V.E. approach, it is essential that teachers and children develop alternative structures for control and discipline. Teachers need to delegate responsibility to all children so that EVERYONE behaves with consideration for others, with self-control, and group awareness. Children need to learn to accept that responsibility. (See Appendix I, Control and Discipline, page 121.)

If there is no tension in children's lives, they become dependent.

Compared with traditional ones, the A.C.T.I.V.E. approach to physical education allows more opportunities for mistakes and trial-and-error procedures, which is one reason for A.C.T.I.V.E.'s enthusiastic response from less skilled children: removal of pressure allows EVERYONE to participate. It is important, however, that teachers correct "mistakes" in behavior early and that they give adequate explanations so that children understand the teachers' behavioral expectations. A child may easily confuse freedom with license, and if he or she has not gained self-management experience in other classes, resisting the temptations of movement and apparatus may be difficult.

Independence is necessary for successful intellectual accomplishment.

It is possible to provide extrinsic motivation. A teacher can decide, for example, that only children who have shown responsible behavior will use certain apparatus, or that children may use one thing (e.g., a jump rope) and be allowed a greater variety of choice only when they behave responsibly with a rope. This is a less desirable technique which should be temporary.

Teachers can also use the reward of P.E. certificates or "super-notes" which children can earn for specific achievements. In some cases the children can be invited to set the target or achievement for which the reward is given (a "super-note" goes home to parents as a commendation). Teachers can encourage or require that children maintain "I can do . . ." lists to be shown to others or kept in diaries or journals. And teachers can record their students' achievements through check-off lists, written anecdotes, photographs, clippings from school and local newspapers, etc.

Skills in sports, gymnastics, and dance are important. So are skills in working with others and helping others to learn, in sharing, looking after apparatus, planning well, inventing new things to do, increasing tolerance, and cooperating with the other sex. Good models of such skills are important: pictures and posters (which students may create), teachers, counselors, aides, and older students.

Basically, Project A.C.T.I.V.E. tries to change children's attitudes from the passivity of "tell me/show me" to the more dynamic "seeking" activity for EVERYONE. To contribute to this change, the teacher must have confidence; and the speed of transition may well depend upon how quickly the teacher builds confidence within the individual children. Praise and positive reinforcement are likely to prove the teacher's most powerful tools. Although these A.C.T.I.V.E. materials can increase the incidence of mixed-sex participation in physical activities and enable both sexes to develop a wider repertoire of skills, some techniques for easing transition to mixed-sex groups and partners are included in Appendix IV, Helpful Hints.

Moving is doing and being.

CHAPTER VI:
The A.C.T.I.V.E. Lesson Plan Format

Following is a simple pattern for use with whatever type of physical education lesson you wish to teach. Since many children settle down quickly when they know what to expect, the pattern can help provide consistency for new material. Also, since the pattern is based primarily on the physical and psychological needs of children, it can provide a basis for expansion and individual variation.

PROJECT A.C.T.I.V.E. LESSON PLAN

Grade:_____ Place: _____ Time:_____ Date:_____

Objective:_____

Apparatus:_____

	Activity	Instructional Cues	Comments
F.W.			Observe sex differences.
I.A.			
B.A.			
S.F.			
G.I.			
C.			

Key: F.W. Free Work (optional)
I.A. Introductory Activity
B.A. Body Action
S.F. Skill Focus
G.I. Group Interaction
C. Conclusion

Free Work (F.W.)

This section is optional. Its purpose is to give the teacher opportunities to observe the class for sex inequalities or stereotyping and individual differences; to set up apparatus; and to organize the activity area for the particular lesson. Free Work is also useful in situations where children are changing clothes or coming from different classes or activity areas.

When they are ready, the children are allowed to find a space and start work. They may practice previously learned skills, perform movements remembered from previous lessons, show or teach an activity, or simply "warm up" or "get busy." Some teachers allow the use of small apparatus, some use running as the "extra" activity, and others expect the children to help in setting up before they move.

Free Work allows the children who are ready to get busy quickly and, instead of waiting for others, to make productive use of their time. Because that requires responsibility and self-control, which need to be taught, eliminating this part of the lesson until children are experienced may be advisable. Some teachers establish a routine: children enter the activity area and either sit in the same place or run until the lesson begins.

Observe Sex Differences

Throughout this manual's lesson and unit plans, you will notice the comment "observe sex differences" or similar phrases. Below is a concrete example of what we mean:

As part of the Introductory Activity of a lesson, children are asked to choose balls and catch and throw them in a variety of ways. At one school, we observed sex differences in children's getting and using balls. When the teacher said, "Choose a ball from the box," all but one of the boys and only five of the girls ran to get one. The other girls hung back, walking slowly; of the five who ran, two joined the crowd of boys selecting balls and three waited for the boys to finish before they began.

Boys selected footballs and tennis balls; girls selected the Nerf and large softballs (the only ones left). When the teacher asked the children to exchange balls, boys traded mostly with boys and girls traded mostly with girls. This happened because the teacher allows children to choose their personal space and they chose to loosely segregate themselves by sex.

When the children were asked to "Bounce the ball once, catch it, then bounce it again anywhere," several boys used not only the floor and nearest wall, but also the ceiling or opposite wall. Several girls used only the floor and closest wall; several other girls sat down, bouncing the ball on the floor between their legs. (No boys sat down.)

Although EVERYONE was active and EVERYONE was involved, physical activity was experienced differently by the two sexes:

	BOYS	GIRLS
Getting the ball:	initiative, aggression, energetic running	passiveness, holding back, less energy and vigor
Handling skills:	football, tennis ball	Nerf ball, large softball
Interactions:	boys with boys	girls with girls
Use of space:	used more space, more variety, inventiveness, more active running	used less space, more restricted, less variety, used bodies less, sat down

It's obvious that if such a pattern of sex differences persists, boys and girls in that class will not develop comparable physical skills. Intervention by the teacher will be needed. In this example, the teacher was very enthusiastic about Project A.C.T.I.V.E. because, for the first time, all students in his class were involved and active. That is an essential and valuable first step--but more is needed.

You may not see those particular sex differences in your classes. If not, you are likely to notice other ways in which the physical education experience is different for the boys and girls you teach. We ask you to look for those differences so you can help free children from them. Since children are different, certainly some differences among them will persist, but they should be differences based on the individual, not on sex.

Introductory Activity (I.A.)

It is likely that your children have not been physically active immediately prior to their physical education lesson, the strenuous activity of which stimulates their circulatory systems, causes deep breathing, and has a psychological "release" effect after sedentary or tense activities. Many sports and games require that children develop an understanding of space and direction, and they learn valuable lessons in safety if they are faced with the demands of locomotion in a restricted area where many others are active.

Introductory Activities are simple, vigorous locomotor activities which use the total activity space. Teach your children to use the available space sensibly, without bumping into others. Simple Introductory Activities allow an immediate start to the lesson and--if the activities are vigorous enough and continue until the children are breathless--enable cardiovascular and respiratory exertion which help to improve children's stamina and respiratory efficiency.

The Introductory Activities may include students moving at different speeds and directions, starting, stopping, floor patterns, angles, flight through the air, stepping, hopping, jumping, leaping, running, acceleration and deceleration, interactions between apparatus

and people, projecting apparatus through the air, traveling to make or to fill gaps, traveling to avoid or tag others, traveling to cooperate with others or traveling with some and against others at the same time.

Other Introductory Activities the teacher can use are listening games for training quick responses to such directions as "start," "freeze," "stop," and for watching for unequal participation. Much teaching may be needed to help children become aware of others and of how to use "general space" sensibly: "WHERE can I move?"

Body Action (B.A.)

Since muscle groups need resistance in order to be strengthened, large muscle groups like those of the trunk and shoulder girdle may not have been pushed enough by Introductory Activities. And the joint complexes, particularly the spine, may not have experienced their full range of movement. Flexibility is not improved unless range of movement is extended.

Children have much to learn about their own bodies' capacities and they need to become aware of the space immediately around them--"personal space."

In the section of the lesson called Body Action, the focus is on what the body does. Content includes putting the body weight on different parts, moving different parts of the body, stretching, curling, twisting, rocking, rolling, dodging, swerving, moving at different levels, moving around on apparatus, affecting small apparatus by different uses of the body, balancing, bending, being stiff, being off balance, "falling," "freezing," communicating by body action, faking and deceiving, being relaxed, being flexible, being resilient, and being strong: "WHAT can I do?"

Skill Focus (S.F.)

One of the greatest aids to good discipline in physical education lessons is children's interest in becoming skillful: an interested child is less likely to interfere with others. Another very important fact about skill is that it is progressive. For sustaining enjoyment and interest in physical activity, teachers must allow and encourage EVERYONE to become skillful. Previous inequalities have been due largely to lack of opportunity for progressive skill development.

Skill Focus activities include practicing, repeating, selecting, using targets, scoring, measuring, limiting, improving, inventing new techniques, knowing results, observing, thinking, linking moves or skills, performing longer patterns or phrases, attempting more, relating different skills, combining skills, performing more predictably or accurately, performing with less effort, performing more quickly or smoothly, maintaining skill under changing or difficult conditions, and relating to others' performances: "HOW can I move best?"

Group Interaction (G.I.)

We have intentionally emphasized the individuality of children, but individuals live in society and need group interaction. Children must learn social skills, tolerance, and acceptance of others. More activities are possible when others are involved and many children find group interaction very satisfying.

Some teachers like to build "group spirit" in a class of children. For example, some children enjoy helping a friend improve a skill. A shortage of some pieces of large apparatus necessitates sharing, so that instead of each child waiting for a turn with apparatus, it is often possible to assign or allow small groups to choose items in short supply and then to rotate the items among the groups. (Or the apparatus can stay in one place while the groups rotate.)

Group Interaction may involve organizing activities on a "station-rotation" basis; it involves interaction with other people, experiencing a context for skills, awareness of a whole activity or game, synthesis of previous learning, creation of new situations and new group performances, planning and cooperating with others, responding to action and change, experiencing the "give and take" of group interaction, satisfaction in group success, tolerance for failure, appreciation for effective cooperation, and awareness of future potential.

Teachers may need to encourage a genuine interaction among children. For some, working in mixed-sex and same-sex groups offers a new experience, and variety in groupings and in the choice of partners should be sought (see page 133). Careful guidance permits productive group experiences for EVERYONE, regardless of sex, ethnicity, skill level or interest. Sometimes teachers want to allow interaction between children to continue even if it is negative, since a genuine encounter is preferable to superficial conformity to an "acceptable" standard. Children may need help interacting with others and overcoming prejudices. This takes time. Imposition of "solutions" can sometimes mask real conflict. Sensitive observation and understanding precede friendly "fair" support.

This section may be simplified for kindergarten or pre-schoolers by allowing them to work on their own in a group. If a teacher is free to observe responses, much valuable insight can be gained.

Conclusion (C.)

In many cases the group interaction forms the climax of a lesson. In some cases a teacher may wish to draw a class together after group work. There is frequently a need for cleaning up or preparing the activity area for a future class. Be sure that EVERYONE has an opportunity to help at some time. If children are going to another teacher, they may need to be prepared for or reminded about the transition from vigorous activity to a quieter one. Some teachers give children experiences in relaxation activities. It is usually easier for children to experience physical relaxation after vigorous activity.

Conclusion is a time when high points of the lesson can be shared, ideas for future development discussed, new learning or insights verbalized, appreciation expressed, and a positive feeling for future lessons engendered.

In summary, we suggest the following outline for physical education lessons (suggested times should be very flexible):

2-3 minutes	F.W.	Free Work (optional)
2-4 minutes	I.A.	Introductory Activity
2-4 minutes	B.A.	Body Action
10 minutes	S.F.	Skill Focus
10 minutes	G.I.	Group Interaction
2-3 minutes	C.	Conclusion

PROJECT A.C.T.I.V.E. LESSON PLAN

Grade:_____ Place:_____ Time:_____ Date:_____

Objective:_____

Apparatus:_____

	Activity	Instructional Cues	Comments
F.W.	(2-3 min.): List tasks.	Responsibilities and helpers.	(This column should be filled out after or during a lesson. Make notes on responses and pointers for future lessons.)
I.A.	(2-4 min.): Describe several activities.	Possible things to say to improve response.	Observe sex differences.
B.A.	(2-4 min.): Describe several activities.	Possible things to say to improve response.	
S.F.	(10 min.): Skills, context, purpose and linking of previous or new activities	Helpful cues to the children relative to skills.	Record level. Does it vary by "group," sex, race, experience?
G.I.	(10 min.): Organization, challenges, apparatus, etc.	Things to watch for.	Notes on response; record sex-mix.
C.	(2-3 min.): Cleanup--final activity.	Preparation for future lessons.	

Key: F.W. Free Work (optional)
I.A. Introductory Activity
B.A. Body Action
S.F. Skill Focus
G.I. Group Interaction
C. Conclusion

"They seem to work. There is less boy-girl ridicule, more peaceful coexistence."

Sixth-grade teacher, Seattle

CHAPTER VII:
Introductory Lesson

Many teachers, especially those familiar with movement education, will be able to use the A.C.T.I.V.E. approach immediately and make direct use of the teaching material in the units on pages 69-115. The following step-by-step suggestions are for any who need them; they are an expansion of the sample lesson on page 56.

The activity area is prepared ahead of time either by the teacher, an aide, monitors or another teacher who wishes to use the same setup. Alternatively, give the children something specific to do (jogging, jumping in place, hopping, putting their weight on their hands) while the apparatus is being assembled. If necessary, have the children sit in designated places while the apparatus is being put out and ask them to watch and think of how each piece can be used; or ask them to observe how well, how carefully, etc., the helpers move so that when it is their turn to be helpers, they will know what to do. Make sure all understand they will take turns helping. (In this case the teacher should probably be free to direct and comment and should stay with the class while the helpers get and carry equipment.)

Place either beanbags or balls in several containers spaced apart, or place four different kinds of apparatus (for example, hula hoops, jump ropes, scoops, paddles and bats, beanbags, balls) in four corners of the activity area. Each corner will have enough items of one kind of apparatus for a quarter of the class.

When the class is ready:

1. "Choose any kind of ball and use it." If necessary, after a short period of time stop the class and establish the procedure. "Simply take any ball and go to a space before you use it." Repeat this if necessary. If there are disputes about which kind of ball, remove that kind, or point out that balls will be traded later, or offer the choice of the first ball available or none.

2. "Move around the space in any way you can think of without touching anyone else." (No balls are used.)

3. Encourage variety--either different things to do with a ball (bounce, throw and catch, rebound against a wall, jump over the ball, bat the ball into the air) or different ways of moving (hands and feet, jumping, hopping, rolling, sideways, etc.).

4. "Trade balls and do something different or get a ball, take it to a space and bounce it." Be sure that EVERYONE trades their balls.

Time taken in the early lessons to get apparatus out and returned quickly, quietly, and sensibly is well worth it. Insist on a good response if the children wish to have the privilege of using apparatus. Another early teaching focus is on the use of space. Children are familiar with a recess situation and can quickly learn to check that they have enough space for themselves and their apparatus without interfering with anyone else.

5. Introductory Activity (I.A.): "Pick up your apparatus and see if you can run with it." Repeat, reminding children to stay spread out. "Stop!" Repeat to establish a good "stop" response. Check that EVERYONE runs freely. Watch for timid or aggressive children.

6. Alternate an activity on the spot (bouncing, catching) with holding the apparatus and running. Trade balls if necessary. Commend sharing.

7. Body Action (B.A.): "Find a space on the floor to sit, and hold your ball between your feet." "Lift the ball." "Try ways of moving on the floor while the ball is held by your body." ("Turn around, get the ball underneath you, curl your body around the ball, roll, kneel and hold the ball under your seat, etc.") On a sex-equal basis, observe or comment on the children's originality.

8. Skill Focus (S.F.): "Put together three (or several) of the things you have already done." "Try to make a pattern combining three different actions with the ball" or "Combine a traveling movement, a bounce, and a movement when your body is on the floor." Allow time to practice, change ideas and try several combinations. Observe sex differences, if any, in the skill levels.

9. Group Interaction (G.I.): Depending on the class maturity and the length of the lesson, simply show a few sex-equal examples and let the children be aware of others. Alternatively, put the balls away and divide the class into "stations" for free activity (beanbags, hoops, ropes, paddles or scoops in corners). Either give the children the choice of a corner or, after seating the children in the center of the room, indicate a segment of the group with your arms, saying "These people stand," and send them to a corner. Possibly play a familiar game instead. Try to ensure coeducational interaction.

For young children, a simple pattern which can be used in many lessons is to do Introductory Activities and Body Actions in a free spacing formation and then have the children go to their groups ("permanent" assigned groups and a "permanent" assigned station--sex-mixed). Each lesson can rotate groups or activities so that with the same familiar procedure, all children eventually use all available apparatus.

Older children can make more use of both skill activities and other people. In this suggested lesson, group interaction should involve either partners showing each other their patterns, or inventing a new pattern or game with two or three people. (See page 133 for ways of getting partners.) "Make up a game using two balls." "Put one ball away and see if you can combine your patterns." "Make up a game with a partner." This provides opportunities to observe girl/boy attitudes and relationships.

For example, encourage sex-equal leadership and inventiveness. In some classes we observed, in which teachers had assigned mixed-sex pairs, boys typically invented the game and took leadership. If this happens in your class, you can say: "One partner in each pair raise your hand . . . OK, you're number 2. The other person is number 1. Number 1's, make up a game to play with your partners, and teach them how to play it . . . Now number 2's, make up a game." (Since the number 2's raised their hands, they are probably the more assertive members of the pairs.) You can count how many boys and how many girls

raised their hands. Whether or not you see sex differences, this is a good technique for encouraging EVERYONE to develop leadership skills. Alternatively, let them invent a game and then ask them to invent another game using the other person's ideas.

The teacher should intervene when games become static (when the apparatus is moving busily but people are standing and facing to throw, catch, etc.). When this happens, there are several solutions such as:

- "I want you to move too, not just the apparatus."
- "Keep the same game but make it travel around the room."
- "As you play your game you must also change your body position."
- "Make it harder by moving your bodies, changing places, jumping in the air, hopping or turning around."

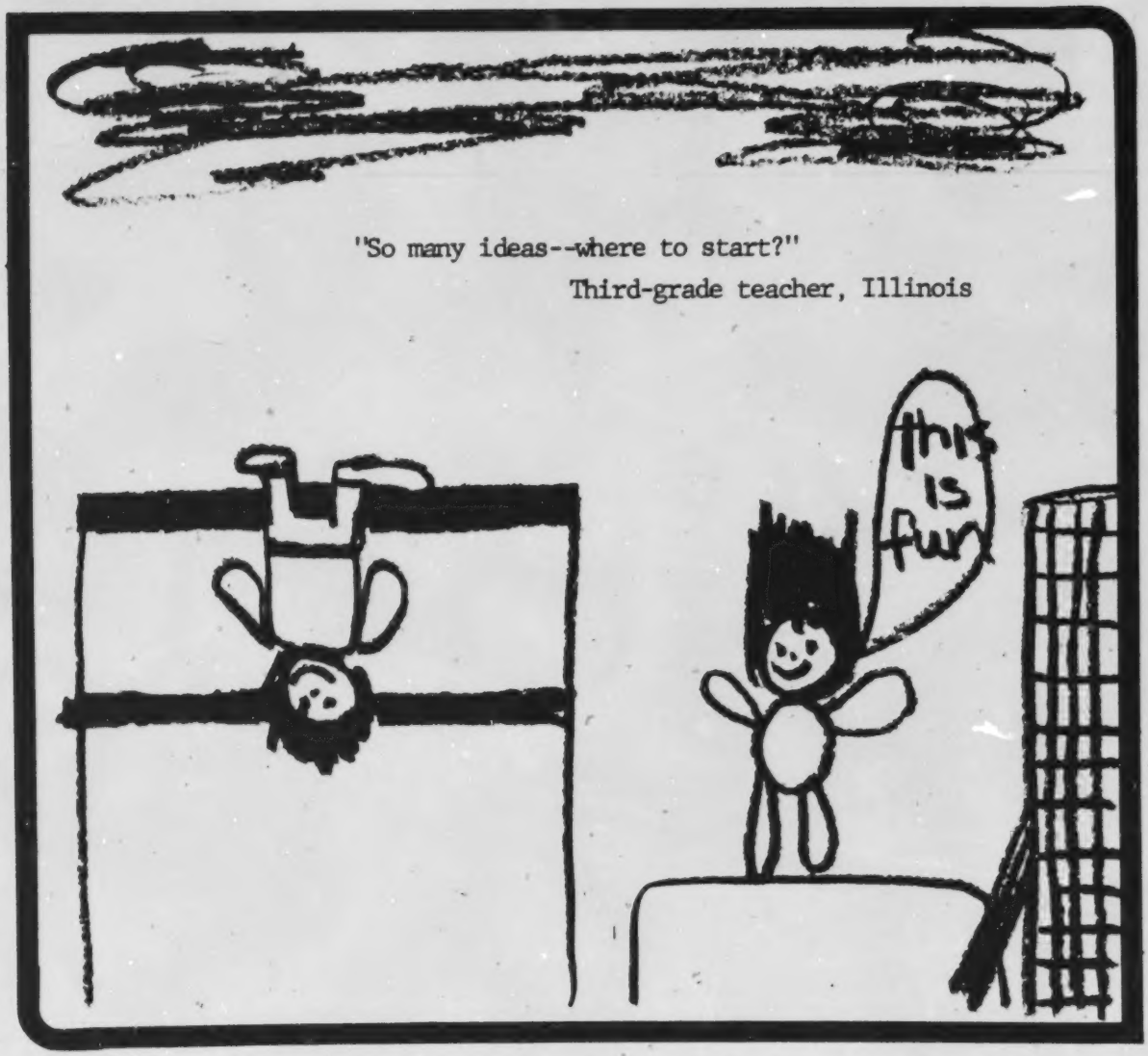
On an individual basis, go to one group at a time and make one of these suggestions.

Alternatively--if this is a first lesson and represents a new experience in physical education, a very different program--use a familiar game for the Group Interaction section and try to develop creative games in a subsequent lesson. (Possibly play the familiar game in small groups of three or four.)

10. Conclusion (C.): "Stop. Hold all apparatus, prepare to put it back in storage and walk to place it in the container."

As a general rule, it helps to state the subsequent activity before the apparatus is put away. "When you have put your apparatus away, find a space and lie down on your stomach." "Arch high in the air." "Relax." Repeat this several times. Check the room, the apparatus, etc. Then have the children walk in a space, cover the total area and walk to the door. If you use monitors, choose them on a sex-equal basis.

If this introductory A.C.T.I.V.E. lesson represents a substantial change from previous lessons, it should probably be repeated, perhaps with a different piece of apparatus or with a slight change in one or two of the activities. Children enjoy repetition; when procedures and activities are familiar, children feel freer to invent and create variations on them. Most people feel most comfortable moving from the known to the unknown.



"So many ideas--where to start?"

Third-grade teacher, Illinois

CHAPTER VIII:
How to Use A.C.T.I.V.E. Unit Plans

"This manual gives workable ideas
for avoiding sex stereotyping."

Fourth-grade teacher, Texas

The lesson plan format suggested on page 56 was as follows:

PROJECT A.C.T.I.V.E. LESSON PLAN

Grade:_____ Place:_____ Time:_____ Date_____

Objective:_____

Apparatus:_____

	Activity	Instructional Cues	Comments
F.W.	(2-3 min.): List tasks.	Responsibilities and helpers.	(This column should be filled out after or during a lesson. Make notes on responses and pointers for future lessons.)
I.A.	(2-4 min.): Describe several activities.	Possible things to say to improve response.	Observe sex differences.
B.A.	(2-4 min.): Describe several activities.	Possible things to say to improve response.	
S.F.	(10 min.): Skills, context, purpose and linking of previous or new activities.	Helpful cues to the children relative to skills.	Record level. Does it vary by "group," sex, race, experience?
G.I.	(10 min.): Organization, challenges, apparatus, etc.	Things to watch for.	Notes on response; record sex-mix.
C.	(2-3 min.): Cleanup--final activity.	Preparation for future lessons.	

When you turn to the unit plan for each content area (see Chapters IX-XIV), you will find that every section of a lesson plan has been expanded. We have tried to include the greatest amount of material--things to do--in each activity box.

After deciding on your objectives for a lesson, select one or two things to do from each box which you see as being relevant to those objectives. If you suspect that you may not have enough material, include a few more ideas but be prepared to ignore them if the children are interested and working well. Do not move too quickly if you can help it. It takes time to develop an area.

The basis for your selection should be your own interest and understanding of an activity. If you can see its purpose and would enjoy doing it yourself, you will probably teach it better. Try a movement out for yourself if necessary.

When you have selected some things to do from each box which correspond to your objectives, check to see if there are relationships among them. Be certain that the Body Actions flow easily from the Introductory Activities, that the Skill Focus makes use of actions performed in the first part of the lesson, and that the group work allows development of the Skill Focus. If these relationships are missing, return to the unit plan and read the suggestions again. You may be able to think of better ways of expressing the activity for yourself.

As an alternative, you may prefer to read the material in the unit plan first and then select some activities you would like to try. Select at least some that relate to others and then decide what their objectives would be. They have been included because they relate to the content area in some way.

When you have selected the activities, try to fill out the second column, Instructional Cues, for each one. These cues must relate to the activity because they consist of some things to say to the children during the activity. They should improve the children's responses, help them to concentrate and think about how they are performing and, if possible, make them aware of some of the objectives of each activity. In developing cues, it is helpful to imagine or have someone doing the activities you have selected and then to watch. Often the cues you wish to add will come naturally. (Observe what the children are <u>not</u> doing. Then challenge them to do it.)

The appearance of the unit plans may be overwhelming at first. Remember, however, that there is no suggestion to cover all the material included in the unit plans. The material is included only to give ideas to those who need them. How much of it you use depends on the children you teach; as a general rule, use as little as possible if the children are working well and are interested in what they are doing. As you gain experience, you will find that you need to introduce less and less material because the children expand and develop it themselves at their individual skill levels. Remember that each unit plan contains material from "K" level through the fifth or sixth grade. Although the children's responses and skill levels will differ widely, any one idea can be used with both "K" and sixth graders.

Finally, remember that the unit plans are designed to include enough material to last for several years. Although some items are repeated, their focus and relationships vary with the maturity of the

children. Since each group of children brings its own unique contributions to the material, even straight repetition of material results in different responses. We hope that both teacher and children enjoy the variety included.

In subsequent lessons, much of the material used in the initial lesson should probably be repeated. There is a sequence of ten lessons in soccer on pages 108-115 to illustrate how progression can be developed. In any one lesson there should normally be something old, something new, and something partly learned. Remember that children enjoy repetition and that practice is very important in learning skills; familiarity with procedures gives children confidence and frees them to think about the activities. In the A.C.T.I.V.E. approach you will be trying to involve the children much more in decisions and interaction. The children themselves will be trying to develop their own activities. These things will take time. Teachers often find that repeating a challenge in a subsequent lesson allows a more creative and developed response; it is as if the children have grown in some way between lessons. Somehow doing nothing or taking a break from a task allows a fresher and more imaginative response the next time.

We encourage you to persevere with the unit plans. There is truly a wealth of material included, some of which may be seen as useful only after the children have made and developed an initial response.

THE INTRODUCTORY LESSON

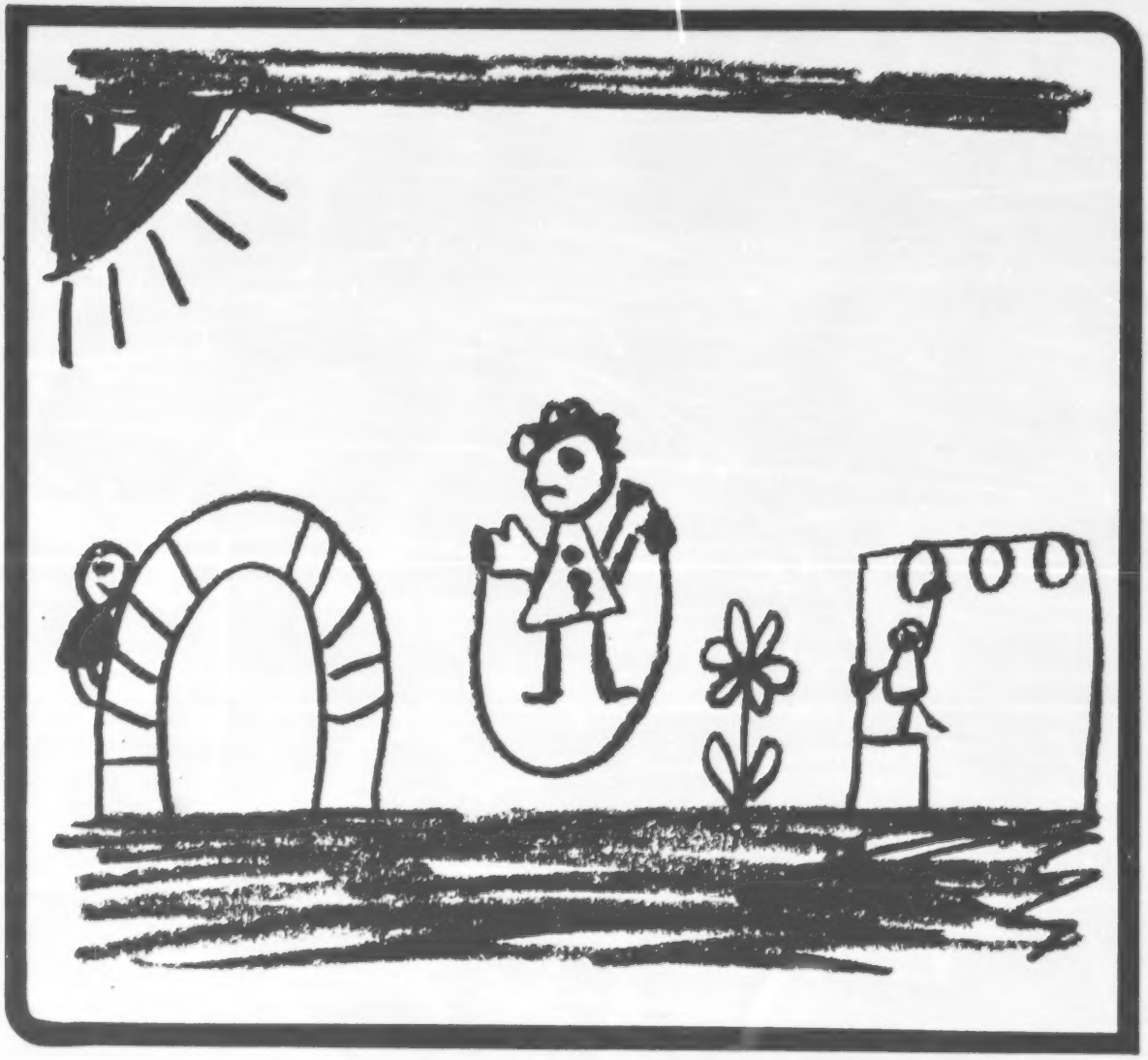
Project A.C.T.I.V.E. Lesson Plan

Grade: K - 6

Objective: Children to become more aware of spacing, to work on their own, and to invent games using a ball.

Apparatus: Balls, enough for one each (any kind of ball or mixture of balls and beanbags). Possible use of additional apparatus (hoops, ropes, scoops) in stations.

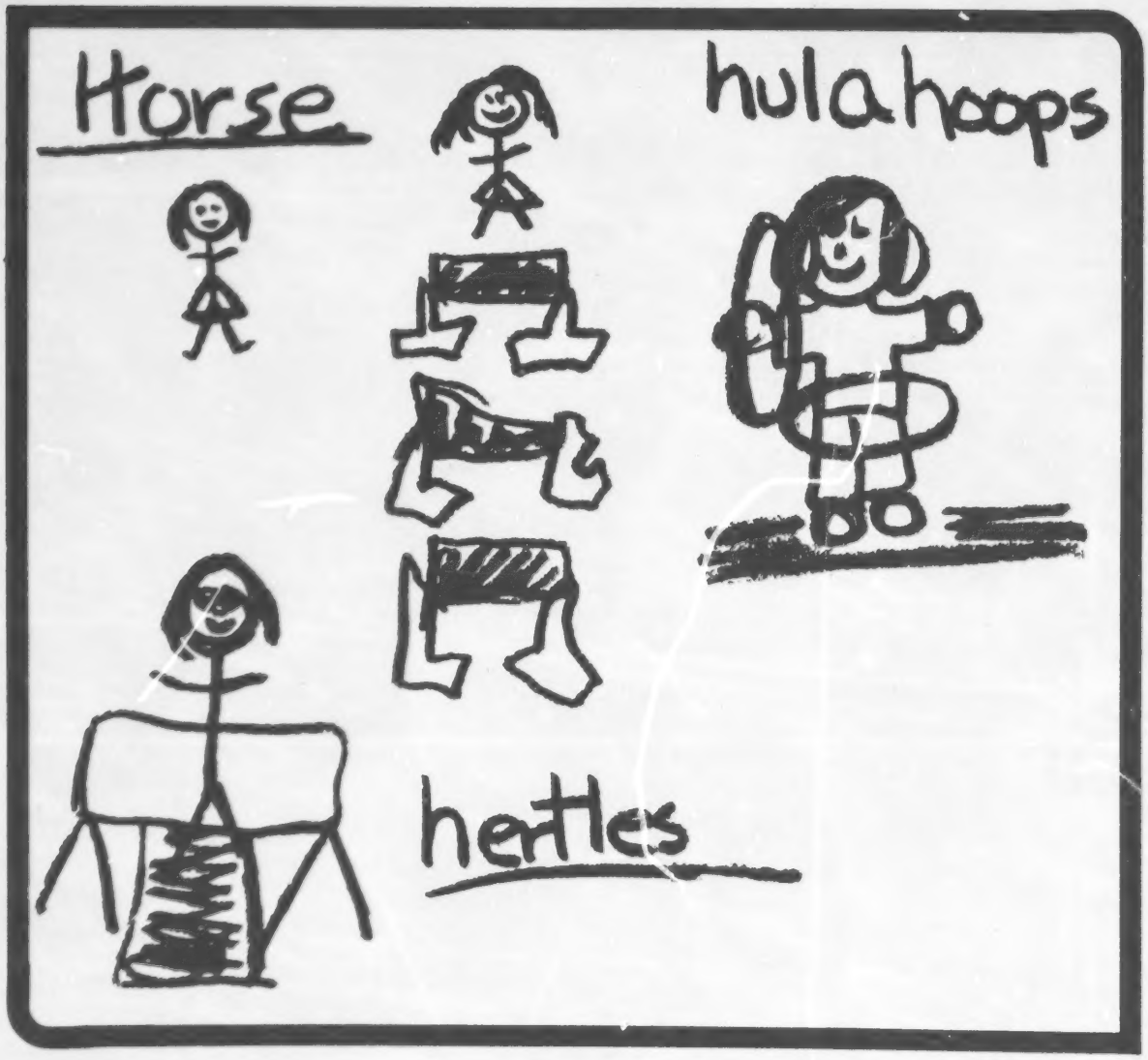
	Activity	Instructional Cues	Comments
F.W.:	Apparatus set out. Free use of balls (optional).	Care, neatness, pre-plan.	
I.A.:	Ways of traveling in a space, variety. Run holding a ball, different directions, speeds. Dodge other people.	Spacing, awareness of others. Look for spaces. Avoid others.	Does EVERYONE run freely?
B.A.:	Find different positions to hold ball, use different parts of body, move on floor while holding ball (or beanbag). Roll? Turn? Spin?	Trade apparatus if necessary.	Observe sex differences.
S.F.:	Make up a pattern using the ball in several ways (traveling, on floor, bouncing; combine previous actions). Include jumping and rolling?	Variety. Smooth transition from one action to another.	Ability to sustain creative work? Sex differences?
G.I.:	(1) Four groups in stations in corners of room. Free activity or repeat actions using new apparatus; OR (2) With a partner or threesome invent a new game. Allow several balls, use of lines, walls. Possibly include baskets or targets. Possibly use stage; OR (3) Use a familiar game but in groups of 3 or 4.	(1) Everyone busy, no interference. Allow cooperation and "playing together" if amicable; (2) Perhaps include a "change places," combining running and playing; allow competition and scoring; include jumping; play on the floor, against a wall, etc.	Skill level? Use of competition? Relationship to familiar games? Observe sex-mixing and boy/girl interaction.
C.:	Show a few games. Apparatus away. Walking freely in room.	Discuss fair participation. Appreciate other ideas.	



TEACHING MATERIAL PART II

"They seem to work. There is less boy-girl ridicule, more peaceful coexistence."

Sixth-grade teacher, Seattle



CHAPTER IX:
Invent Fun

Small Apparatus, Creative Games

One of the simplest and most rewarding ways of using the A.C.T.I.V.E. approach in teaching physical education is to use small apparatus and to encourage children to invent their own games. Small apparatus is often sex neutral, and inventing a new game also avoids some previous

stereotyping. A beanbag may stimulate creativity in a way that a football will not. Much of the value in this material lies in the direct interaction between the children and the apparatus or between the children and movement ideas. When introducing the A.C.T.I.V.E. approach, a teacher will be trying to impose less than in traditional teaching, so it will be helpful to have something new to stimulate children's ideas.

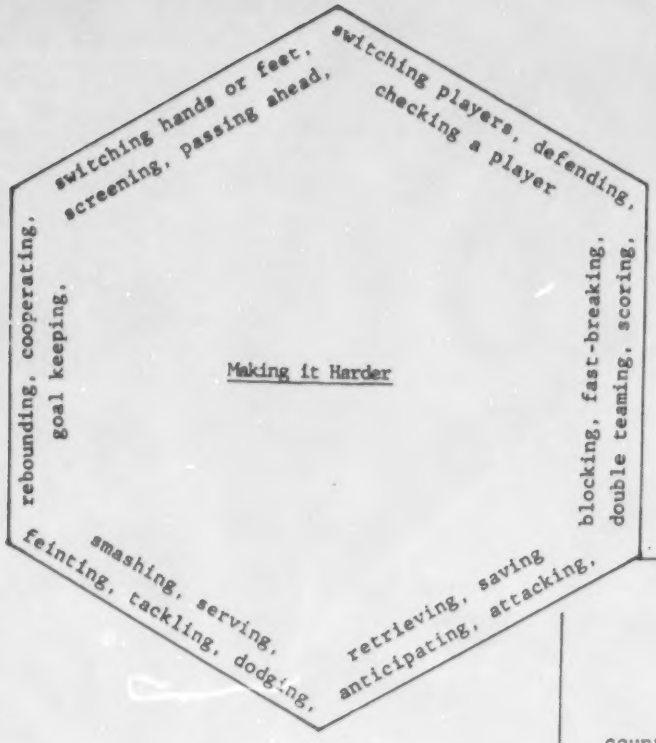
The following unit includes material that attempts to take a "fresh look" at games. It is not important that all activities be presented to the children; they are included here so that the teacher may have lots of material if necessary. The important thing is the emergence of ideas from the children; the unit material is for the teacher to use to stimulate those ideas.

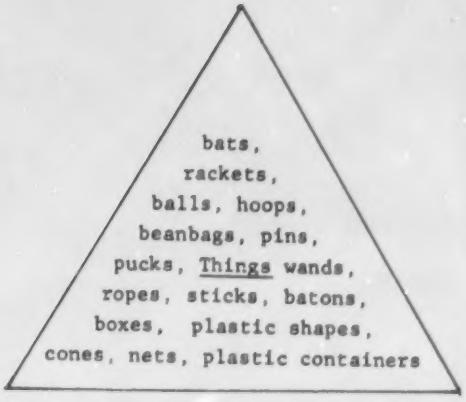
The unit material follows the suggested outline of the lesson so that teachers may select from each section and build their own sequential lesson.

For planning lessons, it is suggested that any one lesson include some familiar activity, some partly known activity and something new. It is easiest to plan a lesson immediately after the previous one to facilitate continuity. Although variety is important, progression is more so.

Preceding the unit is a mix and match sheet, "Invent a Game" (page 71), which provides additional opportunities for "invent" games. This can also be used to provide challenge cards for the Group Interaction section of lessons. The shapes and contents could be enlarged and posted in the activity area and children could then be told to select tasks from a specified number of shapes and to invent a game. Alternatively, a number of cards of each shape can be made. On each star (or circle, etc.) would be written only one word or phrase from the chart. Children or groups could then collect a shape and take it to the appropriate area for action. Some teachers have used different colors instead of (or as well as) different shapes. Simple games could just use two items instead of five. As a further alternative, apparatus can be placed in stations prior to class, and the children then simply get the cards for actions and for the number of people. Since there are many cards for actions, sometimes groups could combine or include more than one action, etc. The children can suggest ways of using the chart.

It is probable that the hexagon will not be useful except in the upper grades or only after several weeks' work on simpler things. Accurate observation and recognition of children's needs will suggest its use.





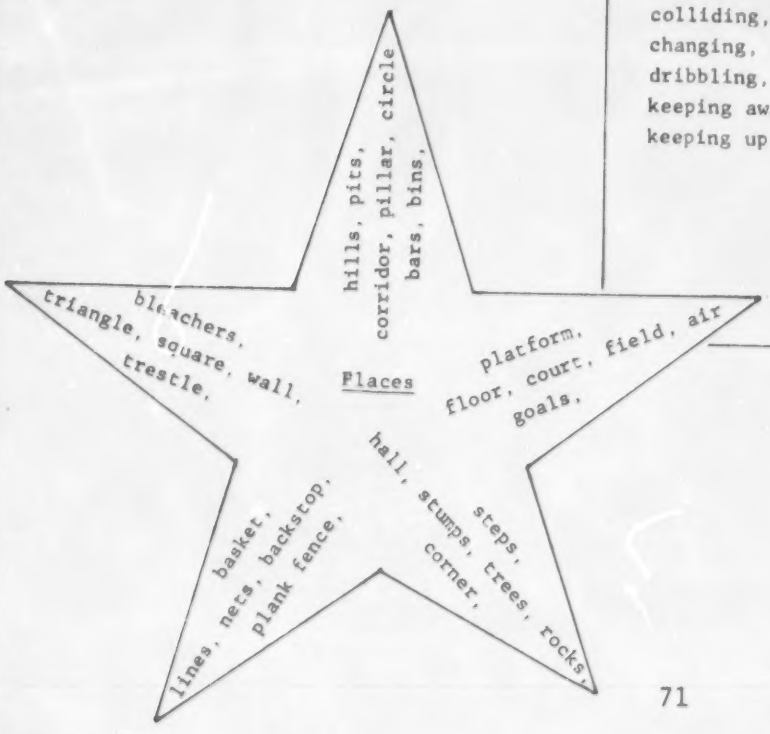
INVENT A GAME

Mix and match items from different boxes and create a NEW game

counting, slowing, speeding, steadying, spinning, doing it backwards, reversing, stopping, hurdling, kicking, heading, spiking, using rhythm, freezing, striking, hitting, sending away, catching, passing, throwing, taking, giving, putting down, picking up,

Actions

colliding, jumping, juggling, balancing, inverting, changing, alternating, keeping together, tagging, dribbling, shooting, aiming, running, nonstopping, keeping away, volleying, batting, keeping, tugging, keeping up, exchanging, stealing.



Unit Plan: Small Apparatus

Overall Objectives: Manipulation skills with a great variety of small apparatus (beanbags, ropes, hoops, scoops, bats, sticks, paddles). Experience of working in stations (either small apparatus or large apparatus or improvised apparatus).

Activity (Your choice, cover several)	Instructional Cues (Select as relevant)	Comments (Fill in after lesson)
F.W.: Assistance of children to collect, distribute, plan apparatus. Practice skills from previous lesson.	Safety, good organization of space. Responsibility.	Comment on level or response by grade level.
I.A.: Travel around the room in different ways--forward, sideways, turning, backward, low near the floor, jumping, changing direction, moving smoothly, stopping and starting using large/small steps, hopping, skipping, galloping. Find a way to use your apparatus while traveling. How will your apparatus move? Find a way to run and use apparatus, then stop and use it. Go over or around the apparatus while moving. Trade apparatus and repeat. Use your apparatus up in the air -- move to meet it.	Encourage variety. No interference with others. Possible cooperation with partner.	Report if too difficult; comment on which activities help spacing.
B.A.: Apparatus on floor. Use of hands on floor. Ways of going over, around, through, on. Use different parts of body on floor or relative to apparatus. Body on floor, apparatus moving around you, or through, over, etc. Change position while apparatus is moving. Jumping--1 or 2 legs and apparatus. Repeat with body actions, adding small apparatus. (See gymnastics unit for body actions.)	Good stretch, twisting, quick movements. Use of stomach and back muscles. Praise inventiveness. Encourage hard work.	Report unusual uses; comment on interest.
S.F.: Select responses (either teacher or child selects and repeats, refines). Sending-away actions, catching, hitting, throwing, fielding, using apparatus in air. Develop patterns, combine 2 or 3 different moves. Combine different apparatus. Work with partner (share 1 piece, have 2 or more pieces). Develop sequence or "make up a game."	Command concentration and sustained effort. Encourage and help cooperation and good social interaction.	Report interest in "refining." Describe "useful" games for subsequent sports.
G.I.: Familiarize children with "station" concept. Either allocate of allow choice. Rotate groups. Apparatus to be used in designated area. Possible tasks assigned to each station. Teachers may use same apparatus, different tasks in stations; or different apparatus in stations, same task; or different apparatus, different tasks. Simplest is probably different apparatus and free choice of activity. Rotate part way in one lesson, continue next. Incorporate other apparatus as available (climbing ropes? mat? tires? basket? target? cones?).	No interference with others or impinging upon their space. Stay in group until "change" signal. Encourage cooperation, initiative, self-directed and sustained work.	Comment on maturity of response. Comment on how far a class progresses in time available. Report which organization works best for you.
C.: Apparatus away, quickly, quietly. Walking in space. Checking tidiness of room. Relax. Stiffen; walk tall; walk in line, out again; repeat. Stop. Stand. Walk, etc.	Slow down, recover quickly. Care of the apparatus; good cooperation, individual skills noticed. Show patterns?	Comment on how quickly the class settles down. Tired? Interest level? Report best organization for you.

Unit Plan: Inventive Games

Overall Objectives: To give all children experiences of cooperative and competitive play at their own level; to help all children create activities using a variety of apparatus in a variety of situations; to allow all children a chance to adapt and change rules to fit the needs of the group; to help all children realize that satisfying participation does not depend on being "winners" only; to encourage "fair" play, cooperation, tolerance and "helping" interaction to include games and activities of a recreational, lifetime nature. To minimize stereotyping from previous game activities.

Apparatus: Set up or make use of a variety of environments and situations. Surfaces should vary (hard-top, grass, dirt, floor, inclined, level). Space available should vary (open, with obstacles, walls, enclosed areas, height of space, markings, boundaries, goals, targets, fences, etc.). Number of players should vary (solo games, partners, threes, two a side, three a side, small groups). Type of game should vary (beat self or beat opponent, pattern game, helping game, traveling game, limited-area game, etc.). See suggestions in Group Work section and mix and match sheet. Solicit children's inventions and ideas and include large variety of objects to use (cans, scoops, balls). Vary size, weight and texture--foam, plastic, rubber, leather, hard, soft, giant hoops, small hoops, croquet apparatus, Frisbees, steps, rolled newspapers (sticks and bats), chip-dip containers, milk cartons, foam shapes, pads, scoops, ropes, paddles, nets, ball on string, ball on elastic, balls with tails, balls with bias and uneven weight, pucks, shuttlecocks, quoits, whiffle balls, tennis balls, table-tennis balls, solid rubber balls, cage balls, playground balls, paddle sticks, stocking bats.

Activity	Instructional Cues	Comments
F.W.: Assemble and set up apparatus. Mark areas to be used.	Commend good organization and planning. Safety reminders or awareness of others.	
I.A.: Free practice with new apparatus. Hit and chase ball (use hand or foot, or stick or bat if safe). Run, chase, pick up and throw imaginary balls, vary direction. Roll ball and pick up, roll to partner, throw to partner, throw and catch while moving, throw ahead and run to catch, run and bounce, run and toss, run and kick. Send ball into the air in a variety of ways, jump to catch it (jump to hit, catch, kick, etc.). Send ball into the air in various ways and directions and get underneath it (on the floor) to retrieve. Turn body to perform action before ball returns, fit in another action while apparatus is moving. Toss apparatus, spin it, send it different distances at different speeds. Keep action going, use more than one piece of apparatus at the same time, pass to partner, make it hard for partner to catch or retrieve, "fake" passing. Move with apparatus and set targets for bouncing or hitting, change speeds. Try ways of throwing and moving to throw, send "ball" away using other parts of body, "catch" using different body parts. Body actions of traveling, sliding, rolling, jumping, dodging, swerving and changing direction quickly.	Speed of action, safe spacing, realistic action. Watch for obstacles, watch for others. Try to assess speed of people and apparatus. Use environment sensibly. Use body action appropriate to apparatus and situation. Use legs as springs to get high or far. Reach to catch or hit.	Record items of special interest or unusual uses of traditional apparatus. Observe individuals, assess skill level and social maturity. Try to ensure all children are strenuously active.
B.A.: Try ways of hitting using body or bat, paddle stick, etc. Turn, swing high, low, left side, right side, one hand, two hands, try different grips, different position of hands, feet, knees bent, straight, etc. Repeat for throwing actions. Get body low quickly, get high and in the air, reach, twist, turn, rotate body, try "crescendo" action and relaxed "give." Catch, trap, or field balls in variety of positions and at different speeds, angles. Try several actions simultaneously. Do something in mid-air. Combine action with apparatus, vary approaches.	Encourage effort and focus on what the body is doing at first. Later on and at higher grade levels one can focus on the results of the action and what is effective. (Establish confidence at first, and then self-criticism.)	Notice any limitations that seem to be due to lack of strength or flexibility.

S.F.: Try skill actions with different apparatus (throwing, catching, kicking, hitting, swinging, hopping, keeping possession, dribbling, aiming, interfering, scoring, retrieving, tackling, passing, receiving, "faking," getting, feinting, deceiving). Try skill actions with partner or threesome cooperating and competing. Try more than 1 action simultaneously. "Rapid-fire" experiences. Try scoring in a variety of ways, vary targets, vary stationary or moving, vary height, distance, speed. Establish "secondary" skills, backing up, checking a player, anticipating next play, "drawing" an opponent, keeping opponent out of scoring area, etc. Defending skills as well as attacking skills, strategies, use of rules, cooperating and "feeding" players. Try "unusual" skills, back-spin, use of dominant hand or foot. Rebound skills (body or apparatus), backhand actions, juggling, use of several implements or balls, etc. Combine and oppose 1 player, 2 players, 3 players, etc. Invent pattern games and limited environment games. Develop sequences of play.	Emphasize individual performances and much apparatus so that all are busy most of the time. "Sharing" may need to be taught. Make sure children have different partners and different groups and try different situations and apparatus. Suggest perfecting skills with some players and then trying them against others.	Notice incidence of "copied" behavior (effects of television?) and originality. Record self-chosen activities and sex choices. Notice differences when groups are assigned as opposed to when they are chosen.
G.I.: Ensure a variety of choice and assignment (stations, specific apparatus, specific actions, specific size of group, even specific individuals) and vary with free choice. Choose a variety of challenges such as "make up a __game," "play a game using those skills." "Hit and run" games," "using the wall" games, a nonstop moving game, and "under-over" game, a "change body position" game, a "bounce and push" game, a 3-ball game, an "in and out" game, an "up in the air" game, an "on the floor" game, a game where you change places, a target game, a "carry-it" game, a "jump to hit" game, a "rolling game," a "rapid fire" game, a "stealing" game. Play a game in which you have to lose, play a "freeze" game, play a bat and ball game, a "keep it going" game. Use 2 different pieces of apparatus in your game, invent a circle game, a lines game, a square game, a pattern game, a sequence game, a counting game, a color game, a "made apparatus" game, an "exchange" game, and "upside-down" game, a non-run tagging game, a "collision" game, an "opposites" game, a "beat your partner" game, a "hiding" game, a "one against great odds" game, a "throwing-catching" game, an "all active" game, a traveling game, a "toss and hit" game, a "rhythm" game, a "back to front" game, a "surprise" game, a "pass your partner" game.	Good social interaction. Help conflicts and resolution of difficulties. Help individuals who are scared or less skilled. Challenge the able with progression, self-competition. Make sure all children are included. This allows "solo" games as well. Check for activity and discourage too much discussion or argument. Often children will invent an interesting game which is rather static--play the same game but make it "move," do the same thing on the move, make your game travel. Sometimes suggest scoring or introducing rules but not at the expense of activity and encourage children to keep rules to a minimum.	Notice responses and record individual preferences. Watch for lack of experience--children often copy and things go in "fashions." Augment choices to ensure variety. Watch individual preferences. Record use of rules and children's ability to umpire their own games.
C.: Apparatus collected, neatly put away and put ready for next group. Review of good play or rules. Awareness of others' successes.	Any complaints or recriminations under the control of participants and turned to positive practices for future. Plans to improve skill or play.	Suggested progressions of skill or complexity. Plan follow-up or carry-over potential.

"Having used the creative dance section, I'm very partial to that. Enjoyed the activities. Very simple way to get into dance."

Third-grade teacher, Hawaii

CHAPTER X:
To Dance Is to Live, To Live Is to Dance

In some communities dance may be sex stereotyped and seen as more appropriate for girls than for boys. Experience has shown, however, that nearly all children derive great pleasure from aesthetic, expressive and imaginative movement. This is an area of human experience which is often

neglected in schools, yet if the whole child comes to school, the education of the emotions is important. The following material allows EVERYONE to be active at the same time.

We suggest that teachers select a theme for a dance lesson (there are some ideas in the group section of the unit) and then select activities from the other sections of the lesson outline which augment and fit the theme. Working with imaginative and expressive movement often enables a teacher to gain greater insight into the personalities of the children. Helpful ways to get children to find partners are listed on pages 134-135. Teachers may prefer not to use the word "dance" with children. One can talk of "movement," "creative movement," "rhythms," or simply "physical education." In some cases it enhances the quality of the response if the word "dance" is used.

Since this area was one in which significant changes took place in boys' attitudes to dance, we have included some "rhythms" lessons in Appendix V (pages 141-144).

Unit Plan: Dance and Creative Movements — All Grades

Overall Objectives: An experience for all children of movement as an art form. Use of movement to music both rhythmic and expressive. Experience of a variety of stimuli with movement; creating movements for self, partners, groups. Absorption and aesthetic experience. Emotional satisfaction and recreation through movement. Awareness of qualities of movement and use of the body as an instrument of expression. Carry-over of content to total curriculum.

Activity (Your choice, cover several)	Instructional Cues (Select as relevant)	Comments and Follow-Up (Fill in after lesson)
F.W. (1-2 min.): Assist setup. Practice previous dances. Free movement to music. Try to move in all spaces until lesson begins. Teach a partner something you know. Follow the leader is two's.	Encourage quick readiness and self-directed responsibility.	
I.A. (6-8 min.): Follow beat of drum, use all parts of body to mark rhythm, stepping, hopping, skipping, heels tap or click, toes point or flex, knees bent or straight, one leg different from other, both legs same, cross-over steps sideways, backward, arm actions and positions, snap, clap, stamp, twirl, turn, leap, run, stiff action, wave-like liquid movement, jerky, smooth, different levels, directions, patterns in space, floor patterns, patterns of different steps and moves. Movement to "action" words, jab, dart, thrust, slide, slither, wriggle, creep, stab, jump, float, flick, flutter, bounce, wring, press, glide, slash, dab, and sequences of action (hop, stop, hop). Swinging action of limbs to make you travel, ways of traveling, figure-eights, traveling a "chain," swinging a partner, ways of traveling with a partner, different ways of holding a partner. Exploring space available, use steps, platform. Move freely in and around others. Traveling to ideas, e.g., wheels, wind, rain, dust, tumbleweed, water, fire, steam, smoke, seeds, birds, leaves. Dramatic action (e.g., scurry, scatter, explode, pop, pounce, fly, flee, flicker, burst, shoot, bounce, bound). Shapes of body while traveling, zigzag, curve, straight, twisted. Combine some of above, e.g., "weave in and out of everyone else and then shoot high in the air"). Move in space with apparatus (streamers, balloons, paper, etc.), run and jump to play percussion instrument in the air. Move freely to different qualities.	Spacing, variety going high and low, toward and away from someone. Fit together a pattern. Alternate two different ways. Listen to music (or beat or sound). No collisions. Join in? Repeat and encourage. Try to build an atmosphere of absorption. Establish good "stop" response. Continue until children are breathless.	Comments and follow-up. (Be specific.) Effect of music? Effect of apparatus? Children's attitudes to "dance"-like movement? Emotional responses? Absorption? Interest? Individual observations. (Make sure that over a period of time EVERYONE has been observed.)
B.A. (8-10 min.): Repeat any of the above emphasizing different parts of the body; use whole body actions in different positions, on floor, in air, emphasizing levels and directions relative to body (behind, under, over, beside, around, etc.), sway, twist, spiral, spin, open, close. Contrast opposite moves or qualities. Work with partners making opposites or "shadows," "mirror images," "speak to partner in movement only," reply. Shadow fight. Collapsing, slow motion moves, ways of falling or getting down and up from floor. Dramatic ideas, heavy, tired, "super-gravity," weightlessness, moving in mud, glue, in a balloon, in a bubble, growing, expanding, shrinking, elastic. Statues, coming alive, freezing, melting, boiling. Move top of body only, move legs only. Move to a different "feel," calm, fluttery, etc.	Variety and range of movement. Good extension, flexion, and using all of the body. No touching. Praise inventiveness and good ideas.	Awareness of body and movement? (Young children tend to move "as a whole," older students show greater sensitivity?) Comment on imagination.

S.F. (3-4 min.): Presentation of theme or music to be used or type of dance to be learned. Focus on types of movements or dramatic idea, visual stimulus, percussion instruments, etc., the basis of future group work of "performance." Selection and repetition of those previous activities which fit development of children's ideas relative to theme. Contrast of movements or parts of theme.	Praise previous performance and ideas. Link themes with actual movements or ways of moving. Help individuals.	Do not always use music or always include imagery.
G.I. (5-7 min.): Making up a pattern, a dance, showing a dramatic idea, etc. Work with partners, small groups, or total groups as an individual in large group. Remember what you did--repeat--travel some pathway--choose a starting position--come alive slowly--wait for the music or sound or whatever. Here the child attempts to perform and plan; be aware of what he or she does and how he or she moves. Earthquakes, volcanoes, storms, story of a river, machinery, magic animals, aquarium, life on Mars, water sprinklers, fire, forest fire, firecrackers, stories from myth or legend. Dance a poem, weather, seasons, Halloween, sounds and shapes of letters, percussion instruments, clocks, mechanical toys, new fantastic machines, domestic appliances, science themes, cooking, vocal sounds, music, actual dances or "invent" dances. Simple group patterns based on movement alone, qualities, speeds, shape of group, sound of feet, etc.	Present structure outline or help with parts of performance. Help groups. Watch and encourage. Share ideas. Suggest ways of ending or starting. Encourage those who wish just "to dance" and who do not need imagery.	Age level which can manage small-group interaction? Quality of planning? Respect for others? Enjoyment?
C. (1 min): Relax, go limp. Breathe slowly. Move softly, lightly, slowly, etc. Observe others, notice variety.	Draw class together again.	

PROJECT A.C.T.I.V.E. LESSON PLAN OUTLINE

Place: Gym Time: 20-30 min. Date:

Objective: A variety of expressive movements using streamers (crepe paper), ribbons (surveying tape), and scarves, and linking movement to music.

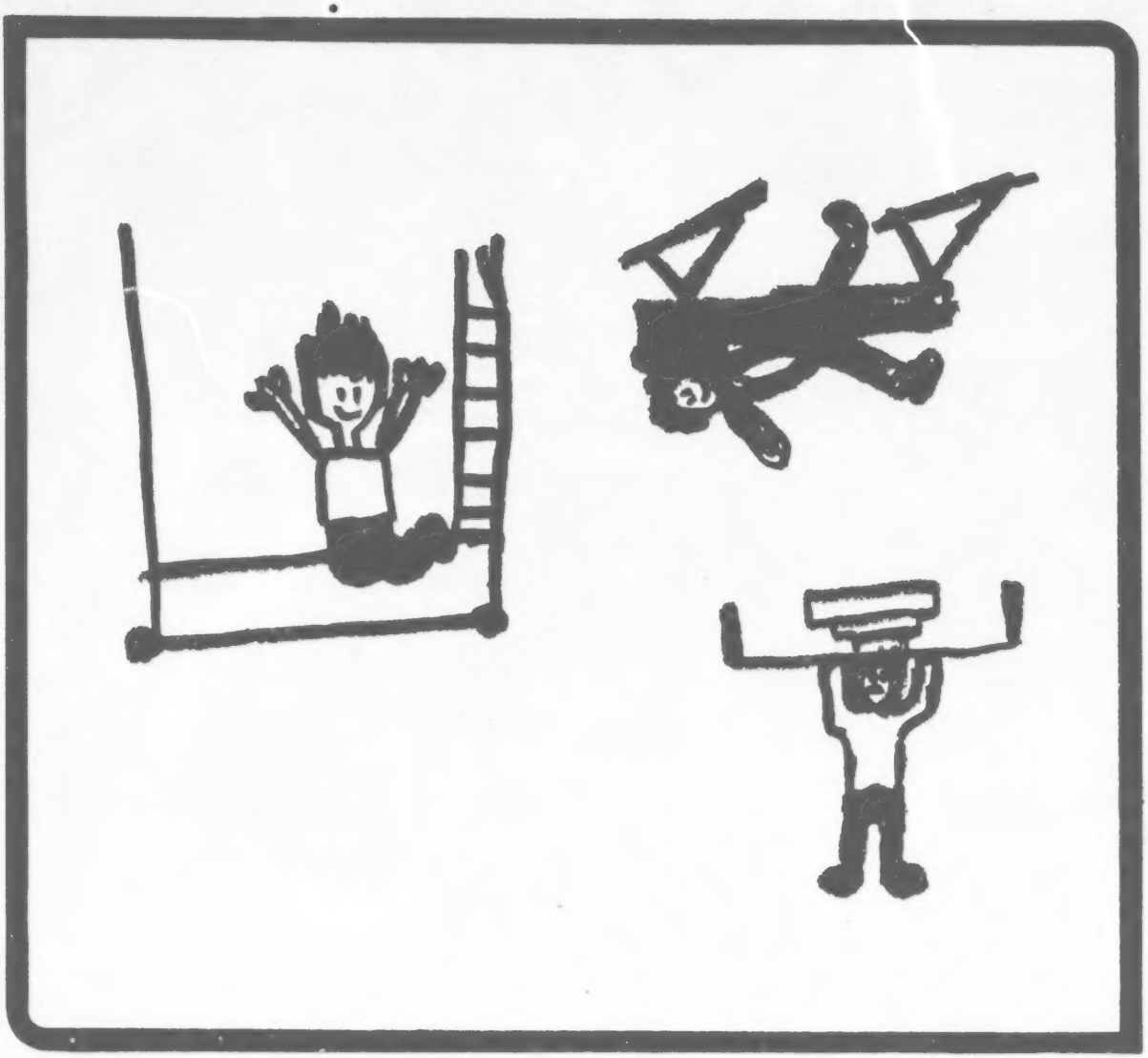
Activity	Instructional Cues	Comments and Follow-Up
F.W. (1-2 min.): Teacher to get enough streamers, etc. for one each, and a record (such as "The Waltzing Cat") which has clear signals on it.	Background music can be augmented by percussion instruments if necessary.	
I.A. (6-8 min.): Traveling movements around the gym--freeze on signal and "hold" your shape. Movements around the body using all the space--make a statue, stretch out into space, jump high and cover all space in gym. Repeat all of above using a streamer. Try ways of going under, over, around streamer.	Clap hands for "freeze." Emphasize quick and controlled movements. Try moving, low and high, medium level and turning. Keep spread out. Use different parts of the body.	Response to streamers? Sex differences?
B.A. (8-10 min.): Make circles with streamer--levels, directions. Can you use different parts of your body to "hold" streamer? Vary the speed and shape. Make your body move, not just the streamer. Change position. Throw or drop streamer--copy the movement. Make streamer gradually come alive and jump, turn, spin, etc.	There is a tendency to "stand" and make the streamer do the work.	
S.F. (3-4 min.): Move to the music both around the space and moving your body and ribbon in your "personal space" (the air immediately around your body).	Record plays. Pick out significant parts of music. Repeat moves to music.	
G.I. (5-7 min.): Develop a pattern. Allow children's own choreography to the music, or make suggestions (e.g., move streamer to music; when you hear "meow," make streamer move around your body or a part of it, changing hands; when you hear the mouse shriek, throw the scarf in the air and catch it, any way you can; when you hear the dog bark, turn quickly in circles as if chasing and then collapse to the ground as music ends).	Encourage variations but get cohesion and response to record. Try to link what you do and "fill up" all the music. Repeat and do parts over.	Any difference in relation to music?
C.: Relax--watch streamer fall and collapse gently to floor. Copy.		

PROJECT A.C.T.I.V.E. LESSON PLAN OUTLINE

Place: Gym Time: 30-40 min. Date:

Objective: To experience a variety of vigorous movements to folk music. An awareness of many kinds of steps and gestures in the folk idiom. An opportunity to create a satisfying pattern of steps and dances. Select a folkdance tune which has a clear part A and part B.

Activity	Instructional Cues	Comments and Follow-Up
F.W. (2 min): Music playing; remove shoes and socks and try any step to music.	Establish area for shoes and socks.	Notice response to music. EVERYONE active?
I.A. (6-8 min.): Try ways of traveling to music. Include steps, hops, jumps, cross-over feet, heel-and-toe actions, different directions, large and small steps.	Commend and encourage variety, good spacing, sense of rhythm. Sex-equal praise.	Watch for those unable to fit a fast rhythm.
B.A. (8-10 min.): Sit on floor in space and make feet, knees and legs move. Try to bend, stretch, alternate actions, both together. Stamp, kick, click, etc. Sit on feet and make arms, head and body move various ways.	If necessary, specify parts of body, head, shoulders, one leg, both legs, etc. until all are using good range of actions. Allow variety but no traveling.	Notice use of body and awareness of all parts.
S.F. (3-4 min.): Combine I.A. and B.A., allowing traveling and "on the spot" movement. Select those actions you prefer. Notice others and listen to any changes in the music.	Commend variety. Mention some ways different dances emphasize (Israeli--twisting moves; Russian--leaps and bent knees, etc.)	Notice range of ideas, influence of previous dance activity.
G.I. (5-7 min.): With partner or in threes, make up a dance to this music. Try ways of holding or relating to partner (facing, side-by-side, back-to-back), etc. Try different floor patterns, gestures, and steps. Repeat. Allow same-sex partners. If sex-mix desired, see pages 133-135.	Either restrict music or ask for a definite pattern (one step traveling, one going round our partner--or include a swing and a step-hop, etc.).	Ability to work alone, relate to partner?
C. (1 min.): Performance of dances. (Either let volunteers show, or have half the room watch the other half.)	Perhaps comment on progress, and allow time in future lesson to complete.	Interest?



CHAPTER XI:
The World Looks Different Upside Down

Gymnastics

The sports and games units of material include a wide range of activities where the focus is probably on small apparatus or on factors outside the body. There are many skills and enjoyable activities where the focus is on the body itself and the skills which the body alone can

do. The body can also be thought of as a piece of apparatus. Hopefully, these activities can also be extended to apparatus which is large and fixed and the body itself moves in a greater variety of ways because it can make use of supports, momentum, and greater height. The first unit in gymnastics focuses on the body itself and the kind of apparatus that many schools have in the playground or park. There is a link between the competence of the body and its safe management in this environment, and the use of gymnastics apparatus or climbing equipment in school. If large apparatus is available, its use will greatly improve the strengthening effects of activity and the flexibility of the body--of the spine, in particular--and teachers should make every effort to use and acquire it. Large apparatus greatly increases the range of possible gymnastic activities and is a continued focus of interest for the children. Large apparatus also gives EVERYONE the opportunity to learn capacities for safe body management and this is an important carry-over factor. This ability affects self-concept. Body image is very important for EVERYONE.

Unit Plan: Body Competencies and Playground Apparatus — Primary Grades

Overall Objectives: All children will experience a variety of body actions, forms of locomotion, using body on the floor, on apparatus (large), hanging on various parts of the body, supporting the weight on various parts of the body. Awareness of momentum, swinging, speed, acceleration, deceleration, centrifugal force, visual judgment for apparatus, height, space, firmness, tactile and kinesthetic experience of bars, ropes, slides, hard-top, dirt, grass. Self-management and care for others. Respect for potential danger, awareness of "adventure" potential. Establishment of teacher/child relationship--teacher as kindly, unobtrusive resource person as needed but the "authority" in some situations.

Activity (Your choice, cover several)	Instructional Cues (Select as relevant)	Comments (Fill in after lesson)
F.W.: Assistance of children to assemble apparatus or alter distribution.	Familiarity with procedures.	Describe apparatus available. Draw plan.
I.A.: Walking, running, running in space around others and apparatus. Move always in a space, take a "bubble" of space with you wherever you go. No physical contact. Vary speeds and ways of traveling. Go high, go low. Cover all areas in room. Go straight, go curved. Hopping, walk sideways, cross over feet.	Watch, listen, take care of self and others. Awareness of available space.	(Continue until good responses to "stop.")
B.A.: Find space, jump, weight on hands. Variety of leg strength actions (hop, jump, bend knees) and weight on hands. Try hands in front and hands above. Bend, twist, stretch, roll, balance, turn. Hands underneath--support weight on different parts of body.	Use resistance of self, floor, partner, walls or fixed apparatus. Range of movement in joints. The greatest variety possible.	Observe individual limitations and capacities.
S.F.: Repetition of previous actions in a variety of situations. Identify movements with words (some common terminologies).	Make up patterns. Select and repeat favorite responses and explore unfamiliar.	Observe attitudes to self and others, perseverence, lack of concentration, etc.
G.I.: (The major portion as apparatus available.) Choice of apparatus. Choice of activity. Getting on and getting off. Move steadily on apparatus. Go to all pieces of apparatus. Try getting on, traveling on and getting off. Do different things. Move on it in different directions. Stay on one piece and do different things. Use different parts of your body, different levels, different directions. Join two different things. Make up a sequence of movement. Join movements on more than one piece of apparatus. Combine movement on apparatus with a landing.	No touching another person. Spread out. Keep speed low. Keep moving. Gradually extend phrases. Variety. Absorption, concentration. Smooth, even movement. Control, good landings.	Look for the timid or overconfident. Be critical of siting of apparatus and the relationship of pieces to each other. Record achievement.
C.: Stand still, stiff. Relax. Lying on floor, relax. Walk evenly around, through apparatus. Breathe deeply. Stretch tall. Stretch ankles. Carry apparatus carefully (if portable).	Commend sensible behavior, good safety, thoughtfulness, creative thinking, etc.	Record number of times girls and boys are commended and for what.

Unit Plan: Gymnastics — Intermediate Grades

Overall Objectives: Strength. Flexibility. Awareness of body competencies. Gross-motor activity--manipulating body on floor, upside down, taking weight on hands, balancing, rolling, transferring body weight, using different parts of own body, working and relating physical avtivity to a partner, a group, and large apparatus. Awareness of force, momentum, resilience, relaxation, spped of self and others in relation to a variety of large apparatus. Vaulting. Stunts. Sequences. Carrying and organizing large apparatus.

Activity (Your choice, cover several)	Instructional Cues (Select as relevant)	Comments and Follow-Up (Fill in after lesson)
I.A. (3-4 min.): (Repeat until children are breathless.) Running and jumping. Variety of jumps, leg actions and landing. Locomotion using hands on floor and combining steps and running. Different kinds of take-off. Use of partner to assist flight through the air. Hurdle step. Rebound. Landings. Lifting, carrying large apparatus. Moving apparatus.	Emphasize height, use of body to gain height, momentum, acceleration, landings. Control of speed. Variety of floor patterns and variation of speed. Care of partner.	How imaginative are the children? Can they concentrate and sustain activity with no apparatus?
B.A. (5-7 min.): Stretch, curl, twist, bridge action, transfer weight from different body parts, rock, roll, spin, spiral, bounce. One part of body meet another part, arch, wide positions, use only one part of body to make shape or do action, rest of body contrast. Take weight on hands, transfer to feet, from hand to hand, symmetrical and asymmetrical movement. Balancing (spread, tucked, lateral, inverted). Combine different body actions, step-like actions, vary speed, body weight low, legs high. Include "flip" or sudden movement, swinging action to change body position. Push, pull, press with hands. Try different ways to get up from floor. Try different ways to go down onto floor.	Variety. Go to end of range. Finish off a movement. Link movements smoothly. Strong arms. Firm flat hands. Elbows straight, push to control balance, etc. Care of body on floor, safe transference of weight.	Notice individual limitations in strength, flexibility and safety.
S.F. (6-8 min.): Individual selection and repetition of responses. Improved performance and linking actions to form sequences. Partner work. Use of partner to support weight, counterbalance. Sequences with matching or contrast in two's, three's, group. Interaction making use of body weight. Addition and incorporation of apparatus.	Think. Concentrate. Good form. Good control. Variety. Originality.	
G.I. (8-10 min.): Hanging activities, swinging, go over, under, around a variety of large apparatus. Improvise a configuration of small apparatus, adapt and vary large apparatus. Combine work on floor with apparatus. Ways of approaching, at an angle, pull to get on, jump, vault, vary the take-off, change of direction, different parts of body landing on apparatus, moving along, staying on apparatus, combining floor activity and remount on apparatus; hold position on apparatus, push to dismount, swing to dismount, dismount with turns, twisting movements on apparatus, different levels of body parts, vary grip, hold using different body parts, get legs high, head high, etc., lateral movements, oblique and asymmetrical moves, approach and dismount. Single take-off, double. Add before and after sequence. Combine different pieces of apparatus, in different ways. Use of partner or group pattern.	Help in organization of apparatus. Stations. Challenge cards. Placing of hands. Angle of take-off. Use of beat-boards or spring boards. Firm arms, awareness of center of gravity, timing of propulsive actions. Good landings. Control. Safe management. Patterns. Position of head during skills.	Report on apparatus available and particularly on successful stations or improvised apparatus.
C. (2 min.): Relaxation, letting body "go floppy," ankle stretch, rotate, toe exercises. Observe, discuss sequences.	What makes good continuity? Form? Style?	Not all children must show. Not same children always show.

PROJECT A.C.T.I.V.E. LESSON PLAN

Place: Playground Time: 20-30 min. Date:

Objective: All children will become familiar with playground apparatus. All children will experience a variety of gross-motor activity.

Activity	Instructional Cues	Comments and Follow-Up
F.W.:	Establish procedures.	
I.A.: Run, travel in various ways. Cover all space and go around the apparatus.	Spacing and good, quick responses to the teacher.	
B.A.: Weight on hands. Feet in air in many ways, one or both, hands under, in front, one, two, etc. Do this on different pieces of apparatus.	Steady, firm hands and arms. Variety.	Sex differences in strength?
S.F.: Spread out to use apparatus. Free activity. Get on and off the G.I.: apparatus. Try another piece of apparatus. If this goes well, expand to include different ways of traveling (change direction, use different parts of body, invent a "new" way, etc.). Commend creative ways on a sex-equal basis.	No one to touch another. Steady pace, no rushing, pushing, "excitement," etc. Notice individuals (particularly the over-confident and non-participant). Observe total response and watch for safety. Do not help individuals (children responsible for selves). If children push, touch or yell, etc., make them take "time out" immediately.	Sex preferences for parts of apparatus? Any differences in response related to sex?
C.: Stand tall.	Discuss behavior, safety. Commend thoughtfulness.	

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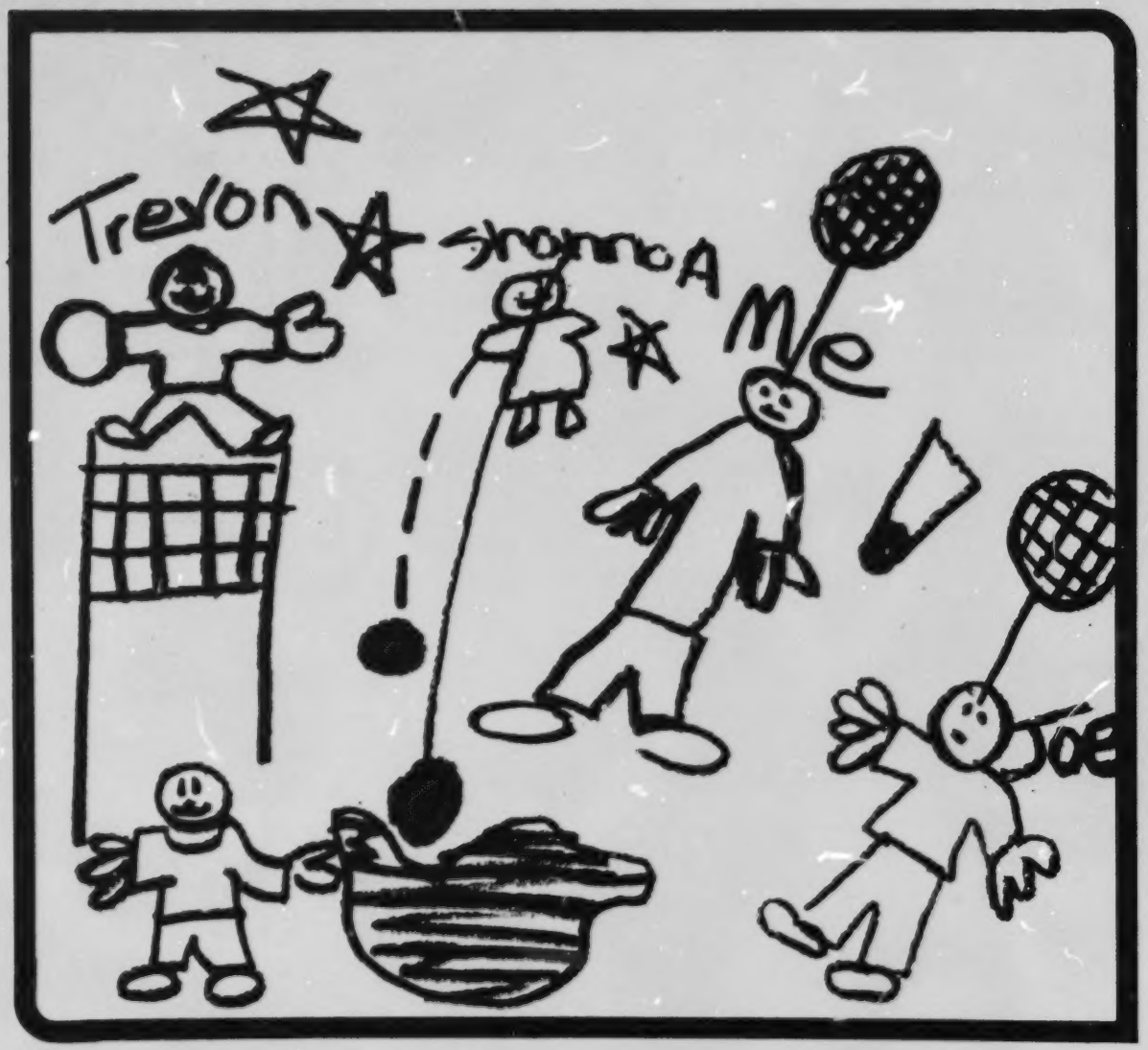
PROJECT A.C.T.I.V.E. LESSON PLAN OUTLINE

Place: Gym Time: 15-20 min. Date:

Objective: To increase understanding of the concept of balance.

Activity	Instructional Cues	Comments and Follow-Up
F.W.: Find ways to move your feet around, through, and over your hands.		
I.A.: Move freely about the area. On the signal find a way to balance low to the ground (seat, tummies, levers, push-up position, etc.). Try a medium level (scales). Now a high level.	Give suggestions if needed. Vary locomotor patterns in free movement.	Observe any sex differences in flexibility.
B.A.: Stretch out in an all-fours position, with tummies down. Can you turn inside out so that your tummy is up? How high can you push your middle up? Try to keep your head off the ground. Change from one position to the other. Can you find a different way?	Commend on sex-equal basis.	
S.F.: Finding ways to balance: 1) Can you move from two feet to a balance on your seat? Try with one foot. 2) Take a balanced position on four body parts. Can you move from here to a two- or three-part balance? 3) Three parts to a one- or two-part. 4) Balance low. 5) Turn while balanced. 6) One part to a two-part balance. 7) Two parts to two parts to two parts (e.g., front handspring). 8) Seat to hands. 9) Moving balance.	Encourage children's ideas. Allow other moves, jumps, etc., in between balance positions. Circulate and encourage.	Any sex preferences for skill?
G.I.: Partner work: Find ways to balance together. Can you discover one way so you are not touching and one way so you are in contact?	Allow additional moves to extend phrase and pattern of "balances."	
C.: Sharing ideas.		



CHAPTER XII:
Have a Ball

Court Sports: Basketball, volleyball, handball, racketball, tennis, badminton, table tennis

Although the following material is organized into three units, there is no reason why a teacher should not select items from different units to include them in one lesson. Similarly, a primary teacher may prefer

to include soccer-type activities in the ball-skills unit since there is not a field-sports unit for the primary grades. Much will depend on the apparatus and facilities available. Having only one real volleyball net or only two basketball hoops available considerably restricts the number of children who can use these apparatus. Frequently, more children can be active at one time if small games are created from several court sports. In one activity room, for example, half-court games or shooting practice can take place at each basket, small volley-games can simultaneously be played over a central volleyball net, the corners of the room could allow handball-type games and the stage or platform could accommodate table tennis or badminton. Children are adept at improvising areas and "nets," etc. Generally speaking, probably the younger the children, the more variety is needed (little and often); the older children are better able to sustain concentration on one sport or skill. The interest shown by the children is always the best guide for the teacher.

Vigilance will be needed to ensure that stereotyping does not cause a few highly skilled children to dominate the use of the baskets or "proper" equipment. In an active group with individual activity and variety going on, a teacher needs to make a special effort to notice inequalities. Is EVERYONE getting the opportunity to improve a wide variety of skills? Is EVERYONE active? Is it fun for EVERYONE?

Unit Plan: Court Sports

Overall Objective: All children to have varied experiences in basketball-related and volleyball-related situations and with a variety of body actions related to different kinds of balls.

Equipment: Baskets at different heights, nets at different heights (improvised and "regulation"), a variety of court markings, traffic cones or markers, wall targets. Enough balls for one each (regulation balls, playground balls, "bladders," balloons, Nerf ball, foam plastic, vinyl, Safe-T-Play, beach balls, newspaper balls, stocking balls, yarn balls, etc.).

Activity (Your choice, cover several)	Instructional Cues (Select as relevant)	Comments (Record after lesson)
F.W. (2 min.): Children help set up areas, nets, etc., or practice skills from previous lesson.	Commend good organization, self-directed work, safety, etc. Have "quiet" area.	Report level of response.
I.A. (6 min.): Running, stopping, changing directions, move feet quickly, swerve body, jump high, jump and stretch, run and reach wide, high, combine with leap. Move between lines, move to touch line and switch. Vary running to avoid people and find space, and running to keep close to someone, anticipate their moves. Run backward, sideways. Bend knees, weave low in and out--run to leap high and stretch. Repeat any or all of above using a ball as well. Vary action of ball, bounce, hit, catch, throw overhand, underhand, two hands, alternate hands. Rotate balls if variety is used. Jump to use ball in mid-air.	Use any stimuli that will cause good footwork, quick, controlled movement and realistic "sport" action. Music? Toy games? Shadow partner? Coach strong ankles and knees and quick push from balls of feet. Grip with feet on floor. Ensure that all children try different kinds of balls and notice differences in behavior.	Report on safety. Any collisions? Level of understanding and interest?
B.A. (5 min.): Much jumping, ankle stretching, foot rotation, bend and push from legs. Bent knee activities. Stretching body, especially spine, in variety of positions. Arch body on side, back, front, in mid-air, on floor. Use partner to get "arched" shapes and quick switch. "Dodge and mark" keeping close to partner. "Fake" sudden moves, partner copy or follow. Strength contests with matched partner. Use balls as obstacles or to add interest.	Strengthen ankles, knees, hips. Encourage quick, springy actions. Get good stretch and range of movement. Arm and shoulder strength. Relate actions to balls.	Try to notice physical competencies or "lack of" for sports skills.
S.F. (10 min.): Manipulation of balls--alone, with partner, in threes against wall, on floor, in air, related to basket, target or net. Keep ball in air, hit, push, smack. Use different parts of hand, fist, fingers, "heel," palm, one hand, two. Change levels, hands and balls. Overhead action, under-arm. Body low, body high. Ball in different positions relative to body--behind, beside, through legs, etc. Repeat all of above with bouncing, catching, throwing. Catch ball when body high, when low, to side. "Protect" the ball. "Claim" a space and "fill it up." Ways of shooting baskets. Jump, hook, dump, lay-up, free throw. Practice against an opponent and score anyway. Be clever at blocking shots. When to release ball? What helps accuracy? How to avoid block? Receive pass and shoot at once. Hold it and shoot. Shooting competitions. Work against a partner.	Watch ball for timing. "Be quick," "Wait for it." Listen for sound of hand and ball. Make variations. Rhythm of action. Notice behavior of ball when rebound from wall or floor or net or basket. Make a "window" with your hands to hit ball. "Keep dribble low near floor." Use backboard. Don't use backboard. Watch for cause of failure. No body contact. Make sure shots come from all angles.	Report on interest level and skill achievement.

G.I. (10 min.): Partners, threes and small groups. Challenge children to devise their own games and practices or feed simple suggestions to them as needed. Pinnies help identify "teams." Pass quickly, pass to a free player, pass to a "checked" player. Keep possession of ball against a player, "steal" ball from player. Intercept passes, bounce ball to player, "block" the space near a player. Jump to throw, jump to stop, pivot, make partner move to catch. Get rid of ball as soon as you get it. Play "passing games," "dribbling games," and combine different actions. Allow children to devise rules and scores. "Serving" and hitting games against wall or over net--real or improvised. Play to help teammates and put ball where they want it and play to find spaces, hit hard and "score." Move to cover spaces and block shots. Allow children to devise games, combine skills in one game, improvise group games with several balls, etc. Shooting games, timed lay-ups, etc. Rebound games.	Make ball go different directions. Notice position of body relative to ball. "Let ball rebound from you." "Get under ball." "Jump to get over top of ball before you hit." Let ball go along a line but swerve your body. Signal to partner. "Fake it." Combine with teammate against opponents. Help your partner look good. Deceive your opponent. Take "one" skill from sport and allow children to "make up a game" in which they serve, bump, dig, dribble, lay-up-shot, steal, etc. Suggest simple ways of scoring (count number of passes, hits, etc.). Feed in correct rules as they arise.	Record interests and level of skills and any good ideas children develop.
C. (2 min.): Apparatus returned. Discussions and questions.	Commend good responses. Rules. "Pointers" for skill, etc.	Effect of posters or film?

Unit Plan: Ball Skills — Primary Grades

Overall Objectives: All children should experience a wide variety of manipulation experiences with balls of different sizes, weights and textures. An opportunity should also be given to use a wide variety of "sports environments" (targets, nets, walls, lines, circles, baskets, obstacles). Experience of playing with other children as maturity allows. Vary the environment, if possible--indoors, hard-top, grass.

Apparatus: Plastic, rubber, leather, yarn, foam, vinyl balls; beach balls, balloons, Nerf balls, Safe-T-Play balls, softballs, racket balls, tennis balls, newspaper balls, etc. Scoops, bats, paddles, rackets, stocking bats, etc.

Activity (Your choice, cover several)	Instructional Cues (Select as relevant)	Comments (Fill in after lesson)
F.W.: Assistance of children to get and distribute play apparatus. Practice skills from previous lesson.	Responsible behavior. Good organization.	Comment on level of response.
I.A.: Running, dodging, swerving, steps sideways, backward and forward. Run and stop. Jump and leap and land quickly. Travel with ball, in air, on floor, bouncing, etc.	Repeat activities from previous units, using round balls.	Record skill level and confidence.
B.A.: Fix feet, stretch body, twist body. Move one leg and foot to repeat. Switch legs. Let arms swing and make you jump or stretch. Different directions. Arch back in as many ways as possible. Repeat, using a ball in a variety of ways. Kick, stop ball with foot, use head, body and knees.	Good range of movement. Quick changes of direction.	
S.F.: Match your body action to what the ball does. Bounce and catch in a variety of positions. Pass ball around body, through legs, etc. Roll ball with different parts of hand or body, different speeds and directions. Bounce, rebound against wall (ceiling?). Bounce hard or soft, quick or slow. Hit, smack ball on ground, in air. Use different parts of hand (fist cupped, flat, heel of palm, fingers, wrist, side). Throw in many different ways, two hands, one hand up, along, under, over, sidearm. Flip, spin, rotate ball. Do trick before ball returns. Make up a game. Develop a pattern. Use feet, head, try different parts of the foot.	Encourage the greatest possible variety and awareness of what the body does and how the ball behaves. Rotate equipment so that each child can use all pieces.	Record skills and interest and any unusual comments by children.
G.I.: Partner work or larger group as maturity allows. Make up your own game. Play a game with a partner. Play a game using the floor (or a wall, a line, a hoop, etc.). Keep the ball moving with your partner. Make up a traveling game. Make up a "net" game. Play a "change places" game. Find a way to move around a moving ball. Play an "up in the air" game. Play a "roll and run" game, a kicking game, a leading game, etc.	Commend good sharing, awareness and helping others. Encourage inventiveness and skillful use of the body. Commend improvement and trying to do better.	Record the "games" which seem most attractive. Record unusual uses of ball or equipment. The smaller the group, the more opportunity for skill development.
C.: Apparatus collected, put away. Good work and behavior commended. Praise care of apparatus.	Have consistent procedures. All children should know care of apparatus and assume responsibility.	Comment on level of response.

PROJECT A.C.T.I.V.E. LESSON PLAN OUTLINE

Place: Gym Time: 35 min. Date:

Objective: All children to experience a variety of activities used in basketball and to manipulate a round ball in a variety of ways.

Apparatus: Set up a variety of ball, cones, chairs, hoops, etc. Pinnies or sashes.

Activity	Instructional Cues	Comments
I.A. (3-4 min.): Everyone has a ball. 1) Find different ways of moving the ball around the gym (bouncing, running and tossing the ball in the air to catch, rolling, kicking, etc.). 2) With bodies, cones, chairs, etc., as obstacles, move the ball in and around them. Dodge and change directions. 3) Find a place across from a wall, catch the ball as it rebounds from wall.	Emphasize good spacing. Watch ball and other people. Dodge quickly. Continue until breathless. Trade balls. Notice the different behavior of different balls.	Observe skill level. Sex equal? Do some children avoid sharing?
B.A. (5-7 min.): 1) Bounce ball with different body parts. 2) Dribble the ball around the gym--change directions on clap signal. Switch hands. 3) Dribble the ball high, low, half-way in between. Which way is successful? 4) Pretend that the ball is a yo-yo--ball goes to the floor and comes back to you. On command, dribble forward, backward, sideways. Do the same thing around obstacles. Bounce through legs, behind body.	Use whole body. Use feet quickly. Swerve whole body when changing direction. Maintain hand contact with ball a long while. Don't watch ball as you travel--feel where it is.	Difficulty with peripheral vision? Control? Sex differences in peripheral vision?
S.F. (6-8 min.): Find a partner. 1) One person dribbles the ball while the other tries to take it away--stress limited body contact and good dodging and faking. Switch roles. 2) Move around the gym, passing the ball back and forth. 3) Find different ways of passing the ball back and forth (under leg, overhead, one-handed, bounce, pass, etc.). Try to get equally skilled partner of the other sex.	Quick to get started. Good cooperation and good organization.	Record specific skills which are used.
G.I. (8-10 min.): Group of 3 or 4: Make up a game involving dribbling and passing. Cones, chairs, etc., could be used as obstacles or boundaries. C. (1 min.): Have a group show their game while the rest of the class watches.	Have pinnies available to mark "teams." Commend two different types of play--with partner, against opponents. Watch, look for partner. Anticipate. Observe good technique. Talk about what the class will be doing the following day. Relate skills to game context.	Record ability to switch from cooperative play to competitive play.

PROJECT A.C.T.I.V.E. LESSON PLAN OUTLINE

Place: Gym Time: 35 min. Date:

Objective: Volleyball. To have all children experience a variety of volleyball-related skills.

Apparatus: Set up gym with balls and apparatus (a variety of both). Have net available and chairs, stool, cones, stretch rope.

Activity	Instructional Cues	Comments
I.A. (3-4 min.): Beach balls, balloons, light balls are scattered around the gym. Do different locomotor and non-locomotor movements around and over them.	Continue until children are breathless.	
B.A. (5-7 min.): 1) Every child has a ball. Find ways of keeping the ball in the air using different body parts. See how long you can keep the ball going without allowing it to touch the floor. 2) Just using your hands, try batting the ball against a wall as many times as you can. Stand close to the wall, then further away. Which is easier? Trade balls and repeat.	Get underneath ball when sending it up. Encourage variety and thinking about what is happening. Try to anticipate the ball's behavior. Notice effects of your body action on the ball.	Sex-equal sharing of real volleyballs.
S.F. (6-8 min.): Volley the ball back and forth to a partner. Now try doing it over an obstacle--a net, chairs, cones, jump rope, stretch rope, etc. Serving: 1) Everyone has a ball. Find a place opposite a wall and try sending the ball to the wall using different parts of your hand. 2) With a partner, serve the ball back and forth to each other. Now serve it over an obstacle as was done with the volley.	See how long you can keep it going.. The children may come up with an underhand serve using the palm, heel, or fist of the hand. Some may use a cupped hand, heel or fist in an overhead or side-arm fashion. Try to get it high in the air.	Skill-matched partners are important, not necessarily of the same sex.
G.I. (8-10 min.): Groups of 3 or 4. Make up a game involving volleying and serving. The net, ropes, chairs, cones, etc., could be used as obstacles or boundaries.	All players to get a "turn"--differences between cooperation with teammate and trying to beat opponents.	
C. (1 min.): Have a group show the game they made up. Lie on back and rest before going back to the class. Show sex-mixed group if possible.	Establish quiet atmosphere. Try to observe how position of body affects action. Easier to make ball go high from underneath, etc.	

Unit Plan: Racket Sports and Handball — Intermediate Grades

Overall Objectives: Experience in manipulating paddles, bats or rackets in a variety of ways (overhead, backhand, below waist, etc.). Hand-eye coordination skills involving balls of different sizes and weights; judgments relating to speed of balls, angles of rebound, height of net or target. Gross-motor movements relative to bat, ball and environment. (Body on floor, body in air, footwork and arm actions.)

Apparatus: A variety of sized, weighted, short-handled and long-handled paddles, bats, rackets. (Scoops, ping-pong bats, rackets, stocking bats, wooden paddles, tennis rackets.) A variety of small balls (yarn balls, newspaper balls, ping-pong balls, tennis balls, racket and squash balls, small play balls). Use hand as racket.

Activity (Your choice, cover several but not necessarily all)	Instructional Cues (Select a few as relevant)	Comments and Follow-Up (Fill in after lesson)
I.A. (3-4 min.): Running, jumping, turning, feet wide apart shift weight, small steps, hop, stretch high or wide in mid-air. Sudden movements, quick change of direction, twist body quickly when feet are stationary. Run forward, backward and sideways and switch quickly. Shadow partner, try to follow quick changes in direction, etc.	Strong push-off from balls of feet. Body to lead feet, grip floor with feet, quick push, leaping and landing with resilience and "give" in knees, ankles, hips. Relate to sport. Body to swerve faster than feet can move. Reach wide with arms and feet.	Watch for identity with sports (commend realistic moves). Do children move like players? Agility? Strength of legs? Torso? Flexibility of wrist? Spine?
B.A. (5-7 min.): Fix feet, swerve, twist body in variety of directions. Stretch wide, feet wide, twist, rotate body, pivot on one foot. Sudden switch of body. "Shadow boxing" with partner. Arms swing, body follows, then feet. Reverse the action (feet move, body, arms). Use a variety of levels and speeds. Crescendo of movement, follow through. Jump, turn, reach. Alternate high, low movements. Contests with partner for arm and wrist strength. ("Cockfighting," face-slapping, elbow wrestling and arm wrestling.) Repeat actions with equipment.	Speed of action very important (dependent on strength). Good range of body movement important. Quick, steady feet. Flexibility of joints. Match evenly. Cooperation with partner.	Interest level? Relative to equipment? Comment on ability to relate self to partner.
S.F. (6-8 min.): Roll ball on paddle or hand, change position of body. Bounce and hit. Jump body to match action, high, low. Ball in different positions relative to body (behind, under, over at side, far away, close). Dribble ball on floor or in air, alternate. Move around and rebound ball from wall or floor (or ceiling?). Change hands, levels, directions and vary speed, strength of hit and body positions. Run and repeat, hitting against a wall or corner or over a net. Try different angles of hitting and receiving; volley and let the ball bounce. Alternate sides, hands, overhead low, close to wall, far away, etc. Make up a pattern. Set yourself a target, combine several skills, use obstacles.	Share and rotate different apparatus. Care in spacing and safety. Keep ball away from others.	Notice individual limitations.
G.I. (8-10 min.): Ways of sending ball to partner. Vary speed, level, direction, force, partner facing, partner behind, beside, etc. Use wall or net and partner. Include bounce, volley, "serve," dribble, obstacles, moving and stationary. Try to beat partner. "Fake," deceive.	Make sure children try both cooperative and competitive games (play to help your partner or make him/her "look good.") Play to beat partner and be cleverer or quicker.	Record any interesting games children develop. Mention which rules they devise, how they score, etc.

PROJECT A.C.T.I.V.E. LESSON PLAN OUTLINE

Place: Gym Time: 30 min. Date:

Objective: To improvise and create a game resembling handball.

Activity	Instructional Cues	Comments
F.W.: Show how to move a crumpled piece of notebook paper (8½"x11") around the general space.	Make a "ball" with your paper.	Possibly "tape" ball if budget allows.
I.A.: Paper on floor: 1) Locomotor movements around paper. 2) Sudden movements from one paper to another. 3) Same as #2 but attempt to scoop paper up with hand.	1) Move quickly and lightly around gym. 2) Move from paper to paper and freeze for a second in a low position at each paper. 3) Show me how to scoop paper off floor with your hand, while moving around the gym. 4) Same as #3 but scoop and throw paper.	
S.F.: Control a crumpled piece of paper in the air with your hand.	1) Keep paper in air by using different parts of your body to propel it. 2) How lightly can you hit the paper with your hand and keep it in the air? 3) How high? 4) Change directions while hitting paper. 5) Change levels while hitting the paper.	Sex differences in coordination.
Groups of two controlling crumpled paper.	1) How straight can you hit the paper back and forth using your hand? 2) Can you hit the paper with one hand, then the other hand? 3) Find the best way to shape the hand for hitting the paper.	
S.F. (II): Hitting tennis ball or raquet ball with hand.	1) Show me how to hit the ball against wall using the hand as hitting object. 2) Hit the ball at different angles against the wall, let it bounce once before rehitting.	Sex differences in inventiveness, expansive versus restrictive use of space.
G.I.: Groups of two invent games.	1) Make up any game you want using the ball, the wall, and your hand as a hitting object. 2) Same as #1 but use 2 walls.	
C.: Discussion and showing of games. Include mixed-sex groups if possible.	1) Discuss the rules of invented games. 2) Show good ways of hitting ball with the hand. 3) Commend good activity with minimum of talking. 4) Commend games which start quickly without arguments, games which show good cooperation, discussion, and decisions.	

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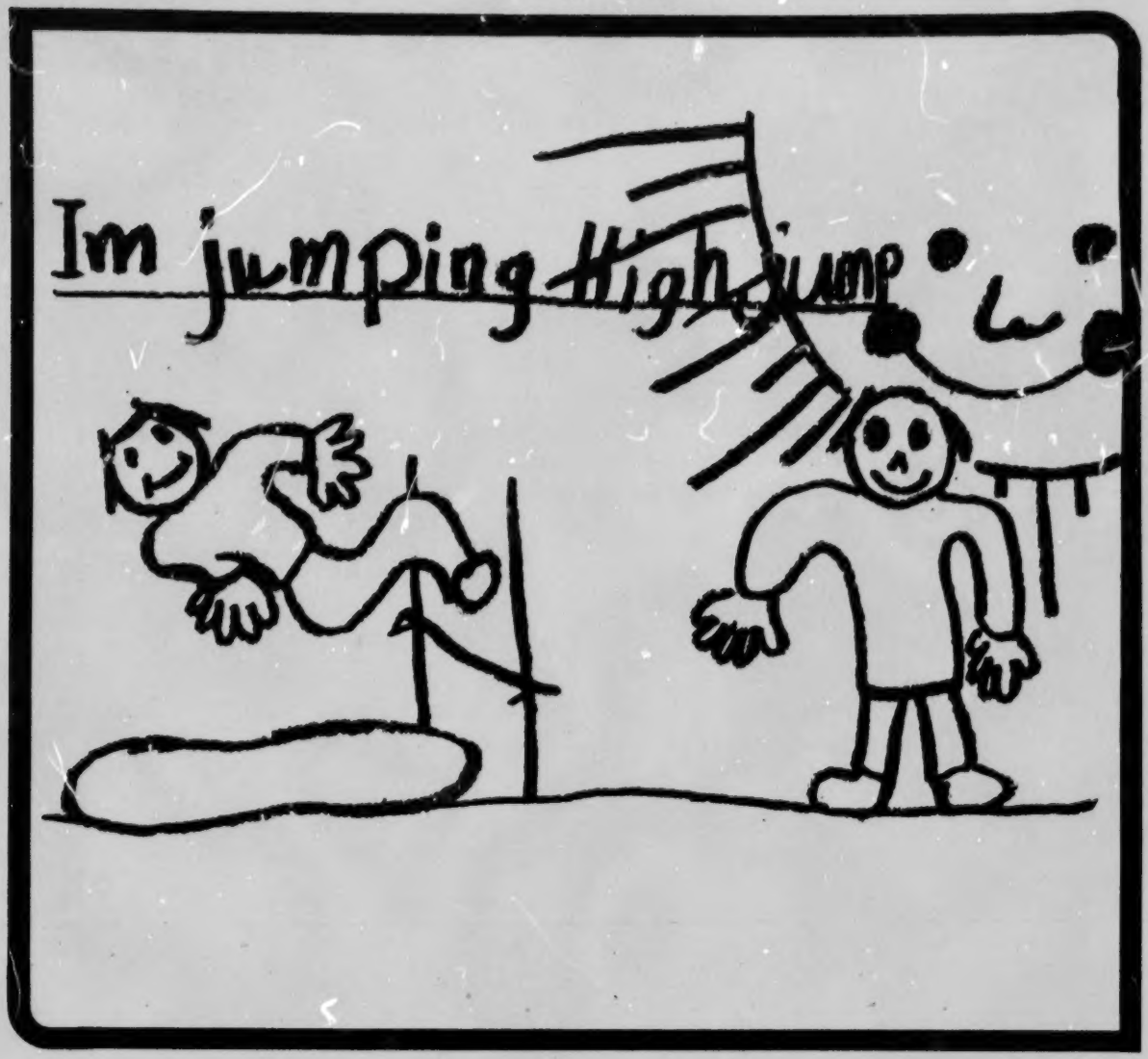

CHAPTER XIII:
In the Running

Field Sports: Soccer, Football, Hockey, Track and Field

This unit is particularly suited to an outdoor situation and requires considerable space to be most effective.

There will always be some children who are particularly interested in the major sports, and sports certainly offer a challenging and rewarding way to relate physical activity to the wider cultural and social

group. Unfortunately, major sports participation in today's world is often for the very few. Many more youngsters could participate with pleasure, provided that the sports are developed through the children themselves and not imposed or limited by adults. The Project A.C.T.I.V.E. approach can offer a way to give EVERYONE confidence in traditional sports. This is an area where the participation of girls and women has been unnecessarily limited in the past. It is important to realize that the following unit materials use "proper" apparatus (footballs, soccer balls, hockey sticks, etc.) but that sometimes they are modified (smaller and lighter for young children). Improvised apparatus is often included to make sure there is enough for everyone. If this is the case, care should be taken to rotate and switch apparatus so that EVERYONE gets a turn with real apparatus.

As soon as traditional sports material is introduced, there may be some children who need extra encouragement to participate. Even if previous experiences or attitudes suggest failure, the challenge of finding different ways to use the apparatus helps EVERYONE to overcome prejudice and to gain confidence.

Track and field activities have been included in this unit, although this idea may be new to many teachers in elementary schools. Basically, the skills are simple ones which are part of nearly all children's experience. In running, jumping and throwing activities one can enjoy the process of discovering personal efficiency and then simply compete with oneself. Beating the clock or a tape measure is sometimes less conspicuous and more comfortable than beating an opponent, expecially if the measure is controlled by the performer or by a friend. (Several stopwatches and measures will be useful and will incidentally offer additional practical mathematical experience.) Pushing a heavy round object into the air (a small playground ball filled with sand?) can be safe in a gym if a thick mat protects the floor; running evenly over several low obstacles (hockey sticks on traffic cones or rolled, taped newspapers balanced on plastic bottles) is a very pleasant natural experience. Pushing oneself high into the air with the aid of a stout (rubber-tipped) stick is another common play activity. Running as fast as possible and running as far as possible without stopping have been discovered by thousands of children who never heard of the Olympic Games. Track and field activities can certainly be an aid for EVERYONE to discover individual potentials in simple physical skills.

The sample lessons in this unit are in football and track and field (pages 101-105). Following on page 108, there is a series of lessons on soccer. Most teachers will find it easy to arrange a progressive sequence of lessons, since a lesson can almost always be repeated with an attempt to improve the previous response. Perhaps one activity can be changed or developed further. If stations or groups are used, then a different choice of area or apparatus allows progression. However, the following sequence illustrates a simple progression from individual to partner and group activities and shows how initial exploration and experimentation become more related to specific skill and game situations, in this case, soccer. Progression is really built into children; as they become more skillful and interested, they seek to tackle more difficult skills and extend their play. Some children need help in setting realistic goals for themselves, either not trying to become too advanced too quickly or needing encouragement to step out and tackle something harder.

PROJECT A.C.T.I.V.E. LESSON PLAN OUTLINE: Football

School: Place: Time: Date:

Objective: To improve passing skills and to increase awareness of where to place a pass.

Apparatus: Balls. One ball per person. Cones. Markers.

Activity	Instructional Cues	Comments and Follow-Up
I.A.: One ball per person. Try to keep your ball in the air while you are moving about the field. If time allows, include throwing and aiming at something on the field--see how close you can send the ball. Vary your distance from target. Vary way of throwing.	What can you do to make it easier to catch your ball before it touches the ground? Do you want the ball to be moving high or low? How fast do you want to move the ball? How far?	Sex-equal response?
B.A.: With a partner, use one ball to practice using lateral and forward passes, while staying in one space.	Where do you want to place the ball? What can your arms do to direct the ball? How can you shift your body weight to help you follow through? Try right and left hands. Which works better?	Skill-matched partners rather than same-sex.
S.F.: With your partner, now see how you can use forward and lateral passes while moving about the field. Vary speed of running.	What do you need to think about when throwing a ball to a moving player? Where should your ball be placed?	Observe use of space.
G.I.: In groups of four, use one ball and four cones. Make up a game using boundaries where the ball is moved by passing. Think about what you can do to give everyone in your group a chance to pass.	Can you move to the open spaces? How can you work teammates?	Interaction of boys and girls in groups.
C.: Time for possible group demonstrations and evaluation. Include sex-mixed group if possible.	What rules did you use? What worked well in your game? What was something that you did not like? How can you change it next time?	

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Unit Plan: Field Sports — Intermediate Grades

Overall Objectives: Familiarity manipulating footballs, soccer balls, hockey balls, pucks. Awareness of spatial factors relevant to field space and moving players. Knowledge of skills and what is the whole product. Endurance. Major rules and positions.

Activity (Your choice, cover several)	Instructional Cues (Select as relevant)	Comments and Follow-Up (Fill in after lesson)
I.A.: Stopping, starting, zigzag patterns. Use all space available. Lateral, backward, and forward running, gallop steps, cross steps. Turn, vary speeds, beat or lose your shadow. Stick and ball each, ball each, travel in as many ways as you can. Experiment, find efficient way. Discover what you can make ball or puck do while you are traveling (trade sticks, balls, etc.). Repeat. Carry football and run. Pick up ball and run. Dribble. Wear flags, swerve and run.	Look, watch others and space. Move feet quickly. Try to see "out of the corners of your eyes." Fake. Sudden switch or stop. Keep ball (puck) close. Flat side of stick (½ field hockey stick). Pass ahead of moving player. Judge speeds and distances.	Report on control, discipline, awareness, enjoyment, interest, good things, bad things, etc. Points for future teaching.
B.A.: Twisting. Fix one part and twist the rest--vary. Bend body lots of ways, curl and stretch. Push, pull against resistance (partner?). Vary position, weight on hands and feet, move away quickly. Kicking, change positions, fall, off and on balance. Squat, jump.	Go all the way and press a bit further--increase range. Work hard. Stable position. Rotate body. Different directions. Stretch--go long way. Body upright in lunges. Resilience to hit the floor.	Notice individual limitations in strength, flexibility.
S.F.: Snatch flags and drop. Catch tails, kick balls many ways, discover "best," pass hand-off (if allowed). Move to fill space, screen. Jump to catch, hopping and tackling on run, turn low, rebound situation, hike, punt, flick, push, trap, throw-on, heading. Throw or kick in different directions and different ways to a player in different relationships (high, low, straight, curved, forward, sideways, backward, etc.). Long and short passes, hard and gentle. (Repeat for football, soccer, and hockey.) Steal from opponent (no contact).	Timing, cooperative and antagonistic. Fake. Learn team or player capacity (including your own). Notice behavior of ball, spiral, spin, straight, bounce, trajectory, etc. Try different use of body in relation to skill, notice their effect. Feet on ground in football (no diving). Fast movement, context for doing different moves.	Try to assess level of competence.
G.I.: Make up a game where one player tries to shoot goals and the other saves them. Switch. One player travels with the ball and the other tries to stop him. Play a game in three's involving kicking and passing. Make up a game where two players each have an equal chance to get the ball. Invent a way to begin your game fairly. Play a threesome game using two different actions. Play two on a side and see which team scores higher number of passes. Invent boundaries and include two rules. Three-on-a-side games. Include scoring, changing positions. Extend to 5-player games. Players on one team perform different functions. Rotate. Preplan strategies. Assess strengths and weaknesses of opponents.	Variety of "goals." Try to include realistic goals (relevant size, height). Eliminate body contact. "Coach" unsuspected action. Watch for point of least control. Bully, face-off, toss, hike. Progress by each player use two actions. Pinnies for opposing teams. Get free at right time, dodge. Check a player. Check a space. Anticipate play. Distribute play evenly. Adapt.	Identify situations where rules or safety procedures needed.
C.: Slow jogging. Collect apparatus. Allow questions; commend good play. Revise rules. Show diagrams of field, names of positions. Show a successful game.	Only as children interested, ready and see relevance. Try to get them to think about good moves, skills. Observe. Children notice and observe.	

Unit Plan: Track and Field Activities

Overall Objectives: To enable EVERYONE to discover the most efficient ways to move their bodies in some specific situations; to increase physical awareness of factors affecting efficiency of movement; to allow all children to confront the discipline and limitations of measurement of physical performance.

Apparatus: Landing materials for high/long jumping (foam pads, sand pits, sawdust piles--good, resilient large areas required to enable landing in a variety of ways on different parts of the body). Take-off markings or boards, high-jump stands and poles or metal bars which are easily dislodged, measuring tapes or sticks, circle areas, long run-up areas, restraining lines or curbs, pole-vault slots, track markings straight and curved, "take-over" boxes, hurdle markings, low obstacles (tip hurdles or canes, sticks, rolled newspapers, cones, supports, frames), long "sticks" (javelins), short sticks (batons--paper towel tubes?), heavy round things (overstuffed beanbags, sand-filled rubber balls), stout jumping poles with rubber tips, lightly weighted rope, stretch rope, round heavy discs (rubber-filled paper plates), Frisbees, quoits, heavy ball on string (ball in sock), wands, fence of solid "gate" (to be stepped on), uphill or sand areas for running, obstacle or "steeplechase" course. Stopwatches on cords to be hung around the neck.

Activity (Your choice, select several)	Instructional Cues (Select as relevant)	Comments and Follow-Up (Fill in after lesson)
F.W.: Children to practice timing and measuring, "buddy" checking, "warm-up" routines, setting up areas and apparatus safely and quickly. Probably no apparatus should be used until all is ready and permission is given.	The original purpose of most athletic apparatus was as a lethal weapon--children may need much teaching in awareness of environment and movement and supervision before free practice can take place.	
I.A. (6-8 min.): Running: steady slow, short sprints, chasing, jogging alongside, vary pace, run to break tape at speed, explosive start, run to "slow down," sudden stop, check speed, run low, high stepping, very even pace, even pattern of different steps and shapes, combined step, hop, leap, etc., evenly. Move arms quicker than legs, run in lanes, sideways with cross-over steps, race partner, group running, team running (relay), run and twist upper body, arms cross, legs straight, legs cross, arms straight, etc. Run, stop, run. Bouncy steps, quick steps, long stride, walk with hip rotation, steps to spin and turn, hop and slide steps, stop suddenly and balance, rhythmic running through hoops, over obstacles, up hills, down hills, change baton in different ways (stick to travel quickly), ways of handing and receiving, run and reach behind, look forward, look back, practice with same person, use lanes "boxes," "strength" running with low knee bending, foot extension. Crouch start.	Spacing, measurement, pacing others, overtaking others, all kinds of awareness of pace, speed and direction. Awareness of use of arms, legs, feet, knees, ball of foot, heel. Position of body lean, starting, finishing, baton exchange. Endurance, encourage long period of time. Encourage breathlessness. Time both distance and speed. Encourage children to devise ways of making endurance training fun. Play "games" of "keep going." Personal logs, 50-mile club, etc.	Notice individual differences in style and capacity. Assess level of attainment in speed, distance, etc. Record outstanding capacity (sex and age level). Allow children to keep personal records.

B.A.: Stretching, whole body, parts of body, hopping, jumping, leaping, slide steps, cross-over steps, turn spin, one foot take-off, 2 feet take-off, run and carry long stick, try different positions, carry baton different ways, make body tuck in mid-air, "run" in mid-air, arch, stretch and turn body in mid-air, spread legs and turn, tuck and turn, try landing on foam or pit in different ways, try upper body different from lower body, make shapes in mid-air, keep stepping or running pattern even and make shapes in mid-stride, try throwing, "putting" action with different parts of body, emphasize different parts of action and different parts of body, spin and throw, slide and toss, bend and push, twist and release, crescendo action, sudden stop, heave body up quickly on stick or rope, "kip" on apparatus quickly, get legs high and twist, try variations of movement and timing of effort in every action. Link different actions into smooth whole.	Watch for good "form," continuity of movement, link different movements into smooth whole. Encourage "explosive" action in crucial parts of body or during sequence of movement. Question children to increase their awareness of how they move and the effect it has.	Interest level? Inventiveness? Control of body coordination?
S.F. (5-7 min.): Relate actions to purpose and function, use appropriate apparatus improvised or real, allow measures and markings of height, speed, distance, direction and power. Try to keep key concepts simple (e.g., "Run and throw a long stick while running." "Spin once and let discus go in forward direction." "Run evenly over hurdles and keep running." "Bounce and spring high before you roll or arch over the bar." "Get your whole body under the shot before you push.")	Coach good "focus" on end result. Strive for constant self-improvement. Beat own record. Allow "buddy" system for checking "legal" style and mutual encouragement. Any kind of accurate feedback will help performer. Train a "seeing" eye. Use videotape or film. Try to ensure that EVERYONE experiences the pleasure of maximum physical exertion.	Observe, give information on action and performance. Record individual differences and attainment. Provide pictures of sex-equal models.
G.A. (8-10 min.): Divide class so that small groups get to use proper apparatus in "correct" environment. Team running (aggregate scores on relays), team events (aggregate scores or throws, etc.).	Keep groups small and allow enough time for improvement.	
C. (3 min.): Apparatus collected, scores recorded, points for improvement noted. "Warm-down"--relaxation.		

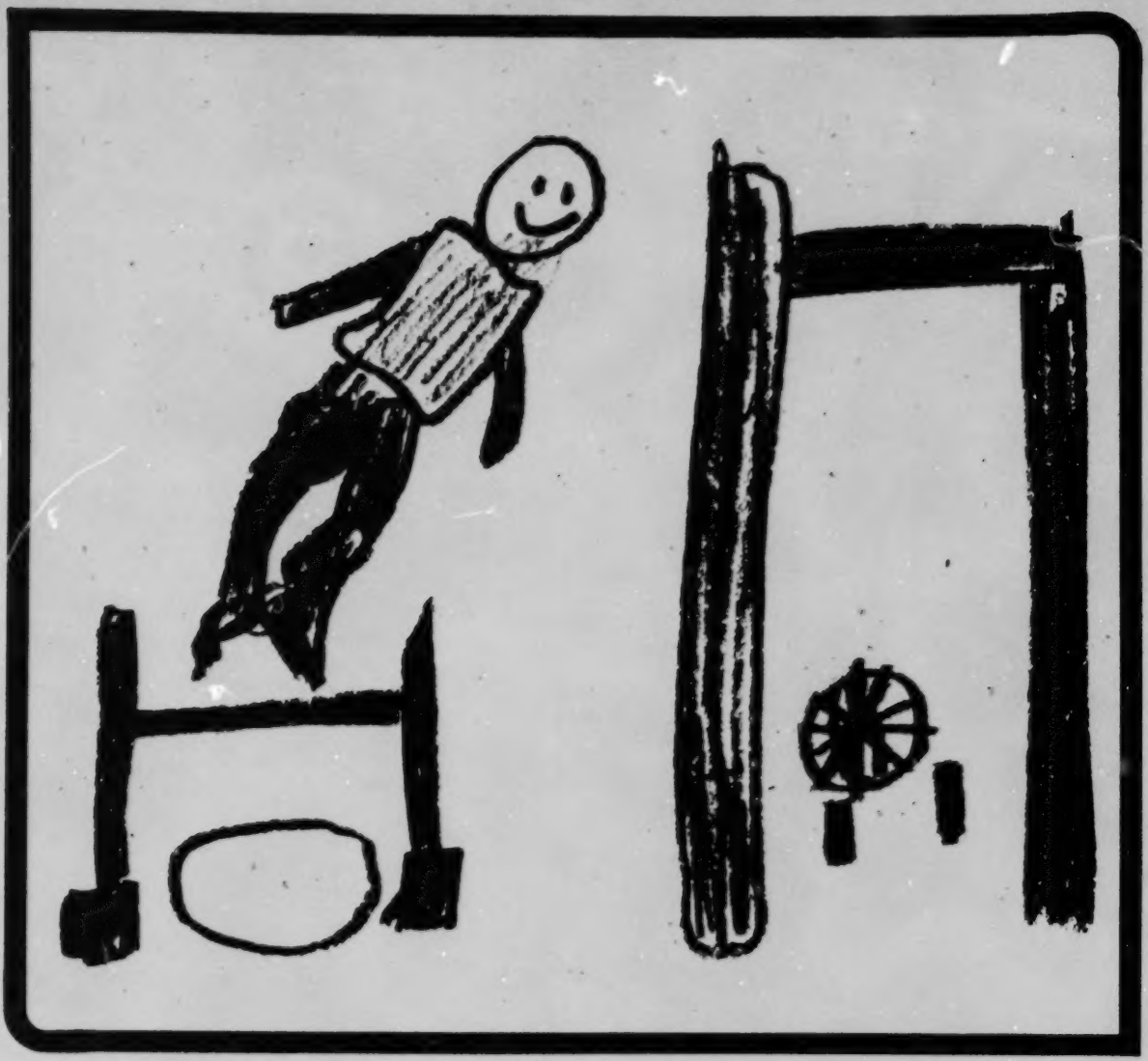
PROJECT A.C.T.I.V.E. LESSON PLAN OUTLINE: Track and Field

School: Grade: 1 - 2 Place: Outside Time: 30 min. Date: Spring

Objective: To familiarize all children with rhythmic repeated running patterns as used in hurdling. Stations to use high jump, long-jump pits, batons and ball throw for distance.

Apparatus: Sticks, wands, hockey sticks, plastic bats spread scatter formation on ground. Jumping pits well dug, stands, bar for high jump, softballs for throw, batons or track for running.

Activity	Instructional Cues	Comments and Follow-Up
I.A.: Run anywhere in area trying to cross over obstacles on ground as you run. Try to approach at different angles. Repeat, try big stride, use arms to help you go fast.	Above all, do not break rhythm as you go over sticks. Try different pace--slow, steady, very fast.	Watch out for good spacing.
B.A.: Stretch legs and sit. Change positions, ways to stretch legs. Keep legs stretched and still and move upper body. Try many different positions. Bend low over legs.	Encourage good stretching action, slow twisting, rotating, increase distance between legs, one tucked, one straight, arms reach, back twists, etc.	Notice flexibility of hips, spine and knees.
S.F.: Sticks raised a few inches from ground. (Set up on low cones, plastic bleach bottles, blocks or held by children if no alternative.) Run evenly, try making shapes in the air as you run but do not alter rhythm. Go as fast as possible and go over several in a row.	Lots of space between sticks. Encourage long and wide stretch shapes, try to keep body low near ground and still stretch legs. Can you skim the stick?	
G.I.: Stations, long jump, high jump, softball throw for distance, track or baton changing area, hurdles. 1) Try different angles of approach and turn as you roll or jump over the bar. 2) Try running long jump using take-off board and make your body move or change position while in the air. Fall forward after landing. 3) Run and use whole body to throw from behind the line. 4) Try to keep baton moving at full speed even though you have to hand it to someone else. 5) Sprint from start to finish line and lean forward and run over hurdles as you go. Don't slow down or jump them.	Keep space between stations, throw in one direction toward periphery, keep high-jump bar low, hurdles to be in "proper" position (several, even distances apart, two or three lanes).	Observe level of skill and interest.
C.: Slow jogging in and around area not touching any apparatus. Collect and replace equipment.	Comments on good work, style of performance, etc.	



CHAPTER XIV:
Progression: Ten Lessons in Soccer

Soccer is an ideal unit in which to achieve coeducational participation. There are now good models available for both male and female success, the sport is relatively new in many areas, the teacher can learn along with the children and there will be a good overlap of skill among girls and boys. EVERYONE can participate in soccer and EVERYONE can achieve success. By allowing group work and challenging children to invent new skills, EVERYONE should be able to participate at a maximum level at the same time. Because there are few pre-existing stereotypes in soccer, the game can help all children to achieve their individual potential.

PROJECT A.C.T.I.V.E.: An Illustration of Progression

Ten Lessons in Soccer - Lesson 1

Objective: All children to experience kicking and dodging and trying to keep ball away from opponent. Some kind of "playing soccer" experience. Some knowledge of the rules and strategies.

Apparatus: Enough round balls for each student.

Activity	Instructional Cues	Comments
I.A. & B.A.: Walk dodging in and out of everyone else. Jog, stop and change directions. Run and kick a foot to the side but continue running. Sudden switch in direction. Move across floor on hands and feet. Find a space and pretend to kick a ball hard into a space.	Spacing--spread out. Quick switch. Use feet to push off in a new direction. Use arms to balance your body.	Observe behavior.
S.F.: When you have a ball, run to a space and start to travel, keeping the ball close to you. Use different parts of your foot, both feet, different speeds, different directions. Can you lift the ball with your foot as you travel? Can you stop the ball quickly on a clap? Change direction--stop--lift--start, etc. Can you move the ball around the area without touching anyone else and switch direction eight times? Repeat with new ball.	Stress control. (Use heel, inside, outside of foot, pull ball toward you, use bottom of foot, toe, instep.) What works best to stop the ball? Try heel, toe, sole of foot, knee, shin, chest. Trade balls and see how a different ball behaves.	Interest level? Skill level?
G.I.: With a partner, have a "keep up" contest (heading or feet). With a partner, try one on one. Keep possession or try to steal. No contact. Switch if contest uneven. Groups of four. Make up a game using one ball and your feet. Groups of three using two balls, make up a game.	Either choose one and everyone try it, or with a mature class allow choice of group size.	Equal participation? EVERYONE learning?
C.: Watch one game? Observe control. Discuss control.	Talk about what happens if hands are used.	

PROJECT A.C.T.I.V.E.: An Illustration of Progression

Ten Lessons in Soccer - Lesson 2

Apparatus: Balls spaced evenly in gym or playfield. Cones available.

Activity	Instructional Cues	Comments
I.A. & B.A.: Skip dodging in and out. "See how many balls you can jump over before I clap." Jog in and out of balls. "See how many balls you can touch using a different part of your body or foot and 'freeze' when I call."	Encourage getting breathless and spreading out--no collisions. Beware of rolling balls. (Stop them quickly.)	
S.F.: Review manipulation of balls. Review stopping ball. Pick ball up. Drop it and trap it quickly with your foot. Review dribbling and changing directions. Vary speed of dribbling--include a sudden spurt. Trade balls and repeat.	If class is ready, allow use of wall--kicking and stopping rebounds--as they dribble.	
G.I.: Choose a partner who has the same kind of ball as you do. Put one ball away and find a space. Kick the ball back and forth as many times as possible without losing it. How many ways can you kick and how many ways can your partner stop it? Make your partner look good. Try the same thing moving around the field. Change direction on a clap. Boy couples, find a girl couple and vice versa; mixed couples, find another mixed couple and make up a game in fours. (Cones are available to include in your game.)	Stand facing, sideways, opposite side. Use different parts of body to stop. Stress control.	Observe carefully the choice of partners. Settle any disputes. Observe boy/girl groupings. Skill level?
C.: Apparatus away and come and sit down.	What happens if ball goes "out of bounds"? Who can use hands in soccer?	Observe cleanup.

PROJECT A.C.T.I.V.E.: An Illustration of Progression

Ten Lessons in Soccer - Lesson 3

Apparatus: Enough balls for half the class. Cones, hoops, inner tubes, stretch rope, "goal posts."

Activity	Instructional Cues	Comments
I.A. & B.A.: Run in and out without touching anyone. Move in and out as if you were dribbling a ball. On a clap, kick as if you were dribbling a ball. See how high you can jump in the air. Get your head high. Now try it reaching high or diving to save a goal. Run and on a clap, jump to "head" an imaginary ball. Jump to touch a stretch rope with your head.	Vary speed. Vary "clap" so that children must listen for it. Bend knees to get higher. Push off feet quickly.	
S.F.: With a partner you have never worked with before, send a ball back and forth using your head. Vary distance between you. Help your partner to do it well. Which part of head is best? Try to keep the ball in the air using alternate feet and passing to your partner. Try picking a ball up with your feet and sending it to partner. Partner, toss ball so that the other person stops it or heads it back to you. Use body, legs, feet to stop it. Make up a game with your partner using a hoop or the wall where you head the ball. In a group of four--not all boys or all girls--play a game where heading is involved. You can include a throw-in and use cones, goal posts, inner tubes or hula hoops. Invent a way to score.	Get under ball. Use forehead instead of top of head. If advanced, include a jump to head ball. If groups of four work well, ask children to remember who is in their group. Same groups next lesson. Circulate, helping with any problems and giving encouragement.	Observe partner choices. Help if needed. Observe effect of "scoring."
C.: Apparatus away, come and sit down. Circle feet in the air, stretch ankles, flex feet. Invert, evert foot. What happens if hands touch the ball? What does the goalie do?	Commend good cooperation, efficient organization, etc.	

PROJECT A.C.T.I.V.E.: An Illustration of Progression

Ten Lessons in Soccer - Lesson 4

Apparatus: Balls for everyone. Cones, goal posts.

Activity	Instructional Cues	Comments
I.A. & B.A.: As you enter, get a ball and dribble in a space. Weave in and out. Switch balls. Can you jog and keep control of your ball? Switch directions. Perform a throw-in to the wall, control your ball and go on dribbling--across to another wall. Repeat.	Commend quick starters--no fuss. "No hands" to stop the ball. Aim for target on throw-in.	Observe spacing. Skill level?
S.F.: Choose a friend and set up a goal (cones, space on wall, posts, etc.). Kick ball to partner through goal. Aim for distance or accuracy. Shoot at corners, "fake" shot. How far back can you shoot and score? Find ways of passing to partner and shooting. Kick or head ball through goal at different angles. Pass the ball four times before you shoot. One play goalie and save shots. Switch. How many goals out of ten shots? Switch. Player approach goal and partner tackle before the shot. Switch. If three's, try intercepting pass.	Commend good work, control and accuracy.	
G.I.: Same groups as last lesson. Play a game using your feet, include heading and a goalie. Check that EVERYONE in your group gets lots of practice. If needed, invent a penalty for a foul.	Check grouping. Commend cooperation, no disputes.	
C.: Possibly observe one game. Apparatus away. Sit in group. How does a soccer game start? Discuss a corner kick.	Point out good "spread" of players if possible (not everyone chases the ball).	

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Apparatus: Balls, hoops, cones, chairs, posts, possibly areas previously designated or set up.

Activity	Instructional Cues	Comments
I.A. & B.A.: Run all over area dodging quickly, not touching any apparatus or people. Freeze. With the person nearest you, see if one can shadow the other wherever the leader moves. Include a sudden "stop." Switch.		
S.F. & G.I.: Everyone sit in center of space. Point to the station you'd like to go to first. (Teacher arbitrate if choices very uneven, teacher ensure a sex-mix at stations.) Station 1: Heading. 4 hoops, 2-4 balls. Make up a heading game using all the equipment. Station 3: Obstacle course. See how hard a course you can set up using available apparatus and test yourself. Station 5: Set up an "agility run" using chairs and beat your partner as you dribble through it. Station 7: Balls. In three's, play "keep-away," heading or kicking the ball across. (Person in the middle tries to intercept.)	Teacher stand to one edge of group (facing sun if any). Explain stations. Station 2: Play a game, four cones, one ball. Station 4: Goal kick. 4 cones, 2-4 balls, set up goals and take turns being goalies. Station 6: Set up a limited area and play 1 on 1 inside that area. Switch. Station 7: Balls. Play 2 on 2, trying to score the highest number of consecutive passes.	If time, allow one switch.
C.: Stop in station. Check setup, apparatus and players. Start in this position next lesson and then stations will switch.	Discuss checking a player and checking a space.	

Apparatus: Balls, cones, goal posts, pinnies.

Activity	Instructional Cues	Comments
I.A. & B.A.: Free choice of activity. Practice what you are weakest in. Balls away, jog around soccer field and come to center and sit.	Individual coaching and encouragement.	Notice awareness of space and others.
S.F. & G.I.: Review way to begin game. Throw-in--rules--simple rules for goalie (use hands in circle only), corner kick, penalty kick and "rough play." Mixed teams of three. Children set up goals, choose ends and begin. EVERYONE in your team must touch the ball before you can shoot a goal.	Assign pinnies to one team per game. Assign area for play. Help groups as needed. Stop the class and mention one thing (need to keep spread out, or check or look for space, or pass before you are tackled, etc.) and then resume playing, trying to remember that one thing. If time and some games not going well, switch and play a different group of three.	Observe level of participation. Observe sex equity.
C.: Apparatus away, come and sit in center.	Discuss incidents of good play, helping others, good sportsmanship. Try to get children to think of examples.	

PROJECT A.C.T.I.V.E.: An Illustration of Progression

Ten Lessons in Soccer - Lesson 8

Objective: Pre-arranged teams.

Apparatus: Balls, cones, goal posts, pinnies.

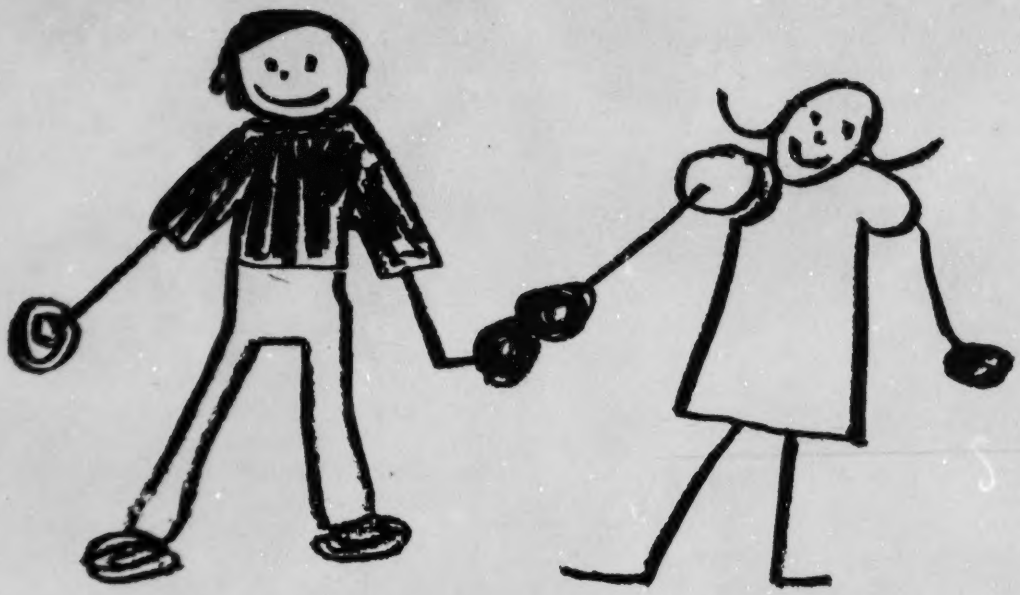
Activity	Instructional Cues	Comments
I.A.: Work with a partner. Review heading, throw-in, passing and tackling. When you kick a stationary ball, try to put spin on it and make it curve in the air. Balls *away*. Jog with your partner in and out. Try to sprint and beat your partner, slow to jog, repeat.	Individual coaching and encouragement. Join in or work with a weak student.	Observe individual progress.
S.F. & G.I.: Gather and sit. Review rules briefly. Pre-arranged teams assigned area and pinnies. Set up and play. After 10 minutes switch to play different team. Try to rotate goal-keeper if there is one and also "forwards" and "defense."	Teacher by now should be able to pre-plan teams of 4 or 5 which are well matched and sex-mixed. Assign. If any complaints, point out that teams will rotate and EVERYONE will play EVERYONE. When games stop before a switch, talk about "anticipation." Watch for it and commend.	Observe teams for possible future adjustments.
C.: Apparatus away. Gather and sit.	What works best? Good ways to try to score, good ways to defend.	

Apparatus: Balls, pinnies, cones, goal posts.

Activity	Instructional Cues	Comments
I.A. & B.A.: Free practice, individually or partners. Try to put the ball where your partner wants it.	Encourage variety. Commend good "feeding" by partner.	
S.F. & G.I.: Continue teams and play new group. Allow individuals to practice alone if very uncomfortable in a team and fill in or adapt team.	Have area for individual practice.	
C.: Apparatus away. What did you learn in this lesson? Try to set up situations for team to score. Pre-plan for final lesson.	Attention is usually on the ball, fake and deceive opponent. Set up spaces and ways for someone else to score.	Possibly arrange tournament match against another class. Allow 5-per-side games and possibly smaller games at the same time.

Lesson 10: Pre-planned

EVERYONE play soccer. CHOICE: EVERYONE try to "get it together" whether you play 5 to a side, 3 to a side, or repeat what you enjoyed doing most in this series.



". . . the idea of using the term 'EVERYONE' instead of 'boys and girls' is great!"

"K" teacher, Hawaii

CHAPTER XV:
Conclusion

EVERYONE Active, EVERYONE Involved

All children gain in skill and self-confidence through this individualized approach to physical education. We have found that as they do so, patterns of stereotyping gradually disappear. Children discover new abilities and pleasure in their bodies; they also

learn that they can enjoy playing with members of the other sex just as much as with members of their own sex. Little by little children realize that they do not have to give up developing a skill or an ability because it is inappropriate for their sex. They show by their actions that they feel less conflict between what they can do and what they ought to do as a girl or boy. They are then free to develop skills according to personal interest and ability. The teacher can facilitate this process through some conscious techniques minimizing stereotyping. We have found this to be a very rewarding task which benefits EVERYONE.

In this manual there are a number of teaching units and sample lessons. Here it should be emphasized again that the most important thing is the process that occurs during lessons. It is not a question of doing and covering a lot of different material but of developing depth, understanding, and progression of skills within each individual child. EVERYONE should learn. The process of overcoming stereotyped behavior, developing creativity, developing self-concept and awareness of others, etc., does not depend on the amount of activity performed but on the quality of what is done and the nature of the interactions. In good teaching, there is no substitute for a sensitive interaction and observation between the teacher and the student, and ultimately among the students themselves.

Although separate units have been included in this manual for convenience and clarity, it is probable that the best way of teaching young children is not to separate and isolate parts of a curriculum, but to teach and develop them as a cohesive whole. Teachers of elementary physical education could consider teaching various aspects of the curriculum simultaneously and allowing a gradual progression of skill as the children mature and develop. (If there were three lessons a week, for example, three different emphases could be planned continuing throughout the year: dance, sports and gymnastics.) If a school is lucky enouth to have expensive, large apparatus, it should probably be used all year. The overload benefits for developing fitness would justify this. The notes you keep after each lesson will assist in planning and will enable you to check that EVERYONE is being observed.

We wish you luck and success with your A.C.T.I.V.E. program. We hope that you will find it as rewarding and exciting as we do to see the great gains in skill and self-confidence that children make in this program. Sexism is truly detrimental to both sexes and to teachers as well as children. We hope that EVERYONE will find something beneficial in these materials.

APPENDICES

APPENDIX I

CONTROL AND DISCIPLINE

Teachers must have some knowledge of the previous experience of the children. They need to know something of the children's attitudes to the subject or activity and they need to have a good idea of the kinds of behavior that can be expected from them. In planning actual lessons, it is also necessary to know the established procedures, if any, for changing clothing and taking out the apparatus. What apparatus is available and which areas of space are free to be used must also be known. Is a whistle normally used? What is the usual "stop" signal? A quiet signal will often cause children to listen for it.

In planning lessons, it is sometimes more important in physical education classes to plan the transitions from one activity to the next than to plan the activities themselves. Good lessons depend on the smooth linking of the various parts. Several lessons should be taught using the same outline and procedures.

Many procedures are common not only to physical education lessons but to any situation where individual children need to move about and control themselves and possibly apparatus too (e.g., science, music, drama). There is an obvious link with the way children are controlled or expected to behave when they move about the school building carrying books. The "discipline" and tone of school and classroom are reflected in the gymnasium and on the game fields.

In general, many teachers will agree that it is easier to set firm behavior guidelines which can later be relaxed. An "easy" or "informal" relationship between children and teacher in which children are expected to behave responsibly depends mostly for its success on the personality of the teacher. Children can be prepared before entering the activity area and boundaries may need to be set.

The ironic fact is that although children's interest in this material is the best guarantee of good control, unless a teacher is a sufficiently good disciplinarian to get started, the children's interest in and attention to the content of the material cannot be aroused.

First and most important, the teacher needs an appropriate and well-planned lesson; second is the ability to get going quickly. The time for explanations of what is planned or what will be covered or for soliciting children's ideas and opinions is after vigorous and demanding activity.

It might be well to cut out nearly all preliminary talking for the sake of "let's get started." During the Introductory Activity, further interaction can take place and responses improved.

You may find it helpful to change into suitable clothing and join in with the children, but this is not essential. Even at the expense of some noise and chatter, activity is essential. Then a teacher can be in a position to withhold further activity unless the noise level or participation improves. This is very difficult to do unless a start has been made. "I'm waiting" may work with unsophisticated groups, but is not effective in many cases. Activity without apparatus is simpler to begin with and offers an incentive. (When it is done well, then apparatus can be added.)

With small children much of the noise is a natural release with vigorous activity and more activity is needed to reduce the noise level. Teachers are advised to obtain a low enough noise level so the human voice can be used for "stop."

Instead of dealing directly with undue noise, silliness, careless performance or non-participation, an improvement can often be obtained by concentrating on "how" the activity is being performed. "I want to see your knees bend when you land." "The feet should be stretched in the air." "I can see two people really jumping high in the air." This type of comment plus the mentioning of individuals for commendation and encouragement will do much to improve concentration and therefore eliminate some poor behavior. Encourage the children for good responses. Positive reinforcement really does work best.

Children are aware of group memberships (sex, race, ethnicity) and tend to associate mention of an individual with an expected characteristic of the group. For that reason, it is important to commend girls for as wide a variety of behaviors as boys. Avoid reinforcing any idea that boys are expected to be good at some things and girls at others. The expectation is that individuals will do their best not because they are boys or girls, but because the stress is on their individual potential.

It is helpful to know children's names. If children feel that they really are expected to improve and perform well and that the teacher is interested in them personally, control will be enhanced. In general, any negative comments should be aimed at the individuals concerned, perhaps privately to avoid embarrassment; they should not be aimed at the class as a whole.

In some classes, the teacher may spontaneously find more occasion to name girls than boys, or boys than girls. If this happens, the teacher can consciously look for ways to even the balance so the children will retain their sense of being appreciated as individuals.

Sometimes a good demonstration by a member of the class inspires others to emulate it. The goals to aim for should always be pointed out in a demonstration and the other children should immediately be allowed to try it again. Sometimes saying "Watch me" and giving a quick teacher demonstration are good, although the demonstration should not be at a level much above the children's potential. This may also lead to "watch me" from the children. Distribute fairly the privilege of demonstrating.

Moving around the room and commenting on performance in many parts of the room are also good for letting children know that the teacher is aware of and interested in what is going on. Observation and comment from a teacher are essential; participation and "getting involved" are usually helpful. Be certain that intervention is done on a sex-fair basis. Talking while children are active often causes "listening." Do not shout above the children's noise.

Have a clear, brief stop signal. If the noise level is well controlled, the human voice is sufficient. After all, what goes on in a gym should be a lesson as in any other room where the voice is used normally. Physical education lessons are not recess periods and no undue noise is necessary. However, a whistle or other signal may be necessary outdoors. (Additional suggestions are given on page 137.)

When trying to establish the "stop" response, it can be helpful to change the activity first. For example, change running to jumping on the spot and then "stop." Sometimes a change in level (from jumping in the air to crouching on the floor) catches the attention of those who did not listen and is then easier to stop. "Stop and sit down" sometimes helps children to be more aware of the teacher, who remains standing, and it also prevents much incidental movement and fidgeting (particularly when apparatus is being used).

If the initial response is unruly or uncooperative, identify one or two children who have responded well, praise them, possibly let them show how they perform and repeat the activity. Try to get vigorous activity such as jumping before asking for "stop," and simply repeat the activity or something similar until behavior improves and the "stop" response is better. Activity calms the energetic and arouses the passive better than talking or nagging.

If a running response is badly performed, substitute jumping or hopping until control improves. Working with bent legs is also very strenuous. Rocking on the tummy and taking weight on the hands are also hard work. Keep children working individually until behavior is sensible. Locomotion around the room may need to be eliminated in very difficult cases.

If children can be made to think, the response usually improves. Therefore, any teaching which links the activity with skill or how it is being performed or asking the children to think up ways of doing the same thing all help to establish a more thoughtful response. Allowing children to teach each other can enhance control if they tackle the task seriously.

Using apparatus may pose problems of organization, but it usually increases children's interest. Especially with difficult classes, all children must have an item. Expecting badly behaved children to wait for a turn is likely to increase difficulties, and the passive or timid need the stimulus and opportunity.

When using small equipment, state or suggest the activities to be performed before the apparatus is obtained. Teach personal responsibility. A general rule to establish is that upon getting apparatus, it is taken to a space (away from the container) before it is used. If behavior is not good or the apparatus not properly treated, then it is put away again. This can be done on an individual basis or a class basis as necessary, but it is important to give children another chance to show improvement if they really are unfamiliar with procedures. If individuals are excluded, then it should be temporary ("When you think you can behave properly you may ask to join in again" or "Until you show me that you can take the equipment out properly"), rather than for a long period of time or the rest of the lesson. In an early lesson teachers may like to have apparatus already set up.

Teachers should not tackle the use of large apparatus or group work until they are confident that they can control children in an active situation. When children can work sensibly on their own without interfering with others, and when a teacher can stop a group on demand, then large apparatus can be explored.

It should be emphasized that most children enjoy physical activity and will be pleased to have lessons that are active. Many teachers find that this material commands initial attention simply because it

is new and different and often more "natural" to the children. If teachers can show enthusiasm for a subject, they will often easily carry the children along.

Sometimes a calm assumption that all is and will be well is the best approach and permits a slightly pained surprise if anyone should behave carelessly or noisily. As many will realize, children are particularly sensitive to tone of voice, manner and bearing, and they often pick up and respond to cues like these without realizing it. Speaking quietly to a group often reduces noise level.

Soliciting the children's help to try something new or challenging them to perform above their level is often a good technique. Certainly there are many problems of organization and techniques of teaching that cannot be realized until they have been attempted.

Many teachers have reported that discipline improves when the A.C.T.I.V.E. approach is used. They also find that since they are freer to observe, they can help in any potentially disruptive situation before it becomes a problem.

APPENDIX II

SAFETY

There is no legal penalty attached to a pure accident. Sometimes young children fall, if that can be called an accident. Whether the experience proves to be a learning situation or not depends mainly on the teacher or parent. If too much fuss is made, the child may become fearful or tense or seek attention by this means. If not enough attention is paid by the teacher, pupils may become casual about bumps and bangs--even to other people and the apparatus--and this is not a desirable attitude. Teachers should expect and demand care for self, others and apparatus and should teach children to take responsibility for all of these.

Take obvious precautions, such as requiring suitable clothing, prohibiting jewelry and watches, and ensuring regular care and inspection of equipment and floor surfaces. Children should be taught how to keep spread out and should learn to work in their own personal spaces without hazard to anyone else. Activity free of crowding can be partly adopted by the children, but ultimately it is the teacher's responsibility. Groups for physical education should not be larger than those for other subjects and "doubling up" classes should definitely be avoided.

Children should also learn to get, use and return apparatus sensibly and be trained in assembling, checking and putting away large apparatus. Good organization is time consuming to teach at the beginning of the year, but well worth the time spent on it in terms of safety and ease of later conduct.

Accidents are more likely to occur when children are tired, tense, overfearful, overconfident, showing off, fooling around, not concentrating on what they're doing, overexcited, careless, or moving too quickly. However, it cannot be assumed that because any of those states occur, accidents will necessarily happen. Teachers need to be able to assess the state of a group of children and to anticipate individual children's reactions. Overexcitement can be caused by competition or frustration and lack of opportunity. Children are often very susceptible to a teacher's feelings and can be influenced by a teacher's reactions.

The Project A.C.T.I.V.E. approach is very similar to movement education, which is used in many areas of the United States and in other countries. Movement education has a very good safety record, primarily because children are taught to look after themselves and to respect their own limitations. For this reason, the teacher should always avoid physically helping individual children or allowing other children to do so. Children will perform alone at those tasks which they are comfortable doing. For example, if a child climbs an apparatus, stops, and says, "I can't get down," the teacher can move closer and reassure the child without touching, saying, "Oh, I'm sure you can, how did you get up there?" or "Why don't you go back down the way you went up?" or "You just think about it for a moment and then try," or "Well, try moving some part of you and see if that helps you to figure it out," etc. The above suggestions have all proved effective. The child will gain greatly in self-confidence and understanding.

"Skilled neglect" on the part of the teacher can be very effective.

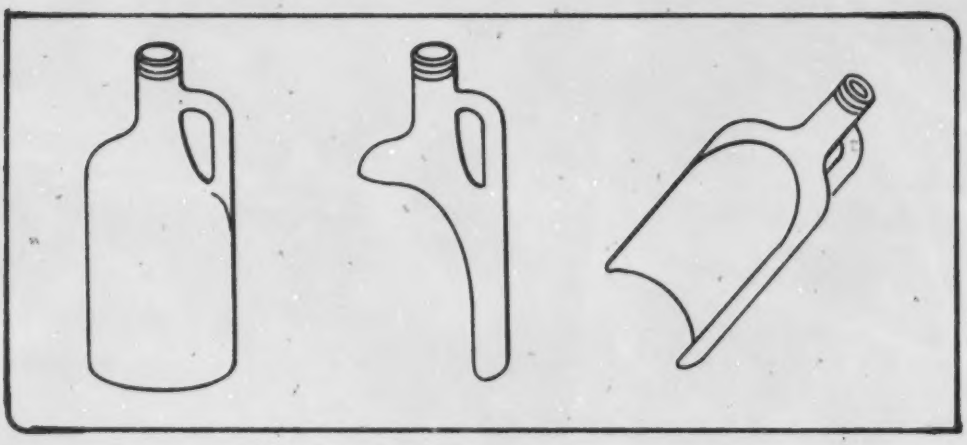
Probably the best guide to accident-free teaching is experience. Children have a strong sense of preservation and possible hazards can be pointed out. It is probably true that younger children need less cautioning and that older children who are experiencing a change of teaching method need the most. In practice, one soon becomes convinced that children do work at their own level and are capable of making sensible decisions about their capabilities. Observation of children in parks, beaches and playgrounds can help a teacher or parent to realize this.

Specifically when preparing for large apparatus work, children can be taught to make up their own activities and to work alongside others in a group situation before apparatus is used. Making sure that all children are busy avoids an audience situation. Working without touching anyone else can also be a helpful procedure. Time can be spent on jumping and landing activities and on managing body weight on the floor.

APPENDIX III

IMPROVISED APPARATUS

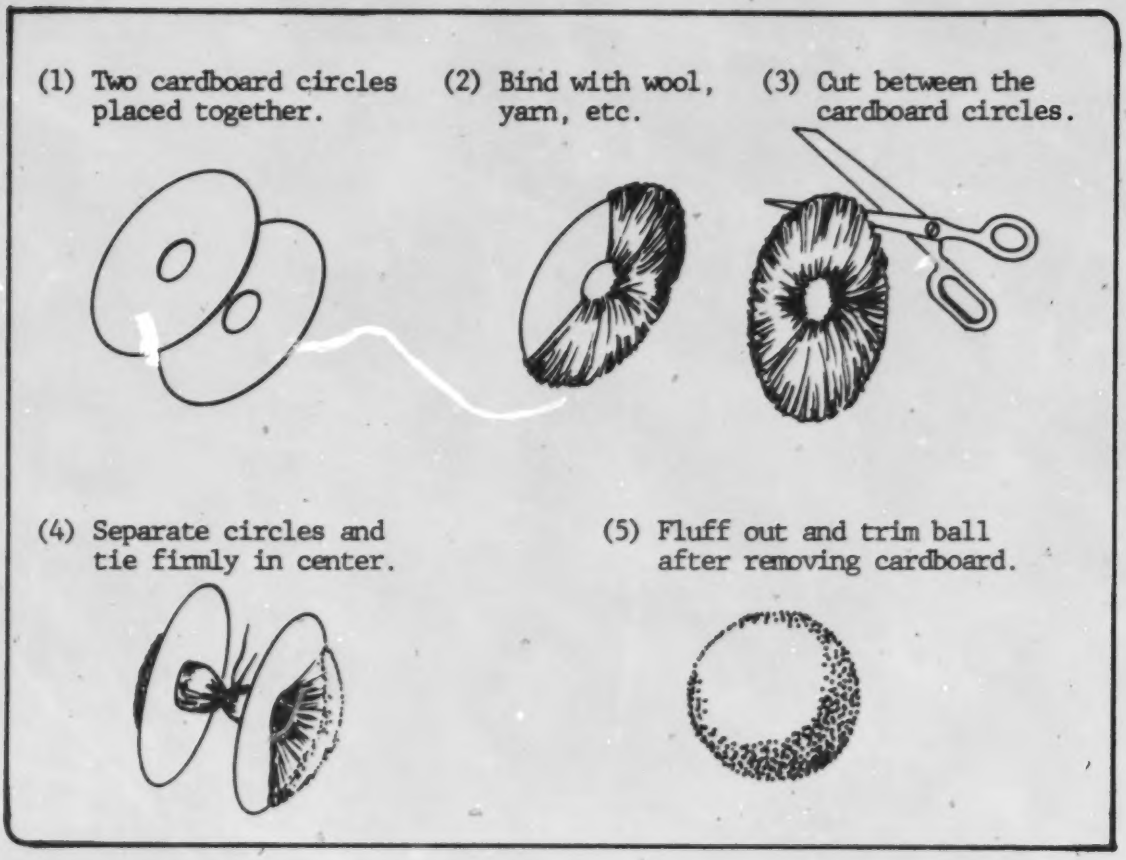
Any teacher can quickly gather an abundant supply of small apparatus for use in physical education lessons. Easiest to acquire, perhaps, are throw-away items such as empty plastic containers. When empty, the plastic "lemons" and "limes" used to hold juice make excellent light balls for children and the bright colors are particularly attractive. Chip-dip containers and oddly shaped items can serve as pucks; empty plastic milk containers are useful for kicking. Perhaps a local badminton club will donate broken plastic birds. Large plastic bleach bottles can be cut to form a scoop: the handle should be left intact, and a smooth-cornered cut made to remove the base and a section of the lower half of the bottle.



Balls

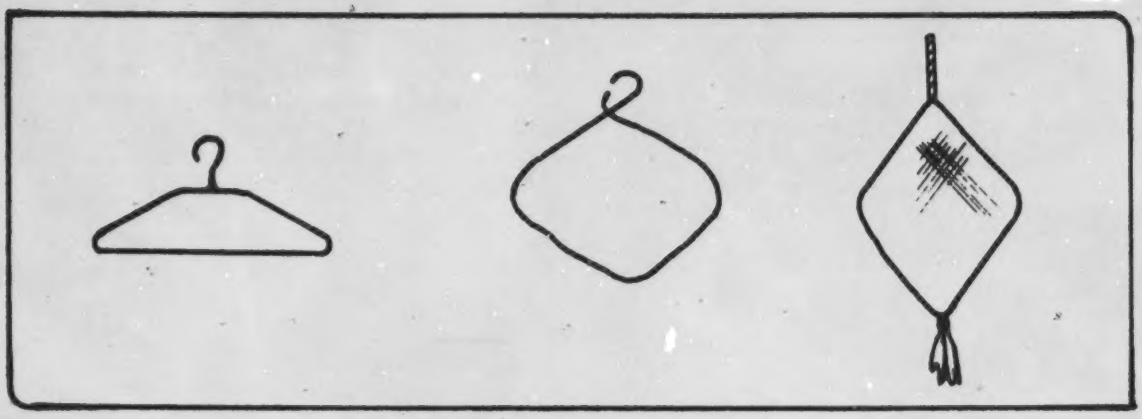
It is essential that every child in the class have some kind of ball. Lightweight balls can be made from plastic, foam, styrofoam or other synthetic materials. Old tennis balls are often readily available from a local club. Different-sized round shapes, oval ellipses, discs or cubes can be cut out and used, even in the classroom. Newspaper balls can be made by pressing the paper into a ball shape and inserting it into the toe of an old nylon stocking or sock. The material is then twisted, turned inside-out, and re-folded over the ball until the final end or tail is stitched back on to the material already covering the ball. This ball will even bounce and roll if the paper is dampened and molded before being allowed to dry. The children can easily make these. Yarn or wool can be made into a ball by using

a double cardboard circle with a hole in it or a fan-shaped segment with a "center." Wool is then wound and rewound over this and tied securely in the center after the outside edge has been cut and the two pieces of cardboard pulled gently apart.


(1) Two cardboard circles placed together.
(2) Bind with wool, yarn, etc.
(3) Cut between the cardboard circles.
(4) Separate circles and tie firmly in center.
(5) Fluff out and trim ball after removing cardboard.

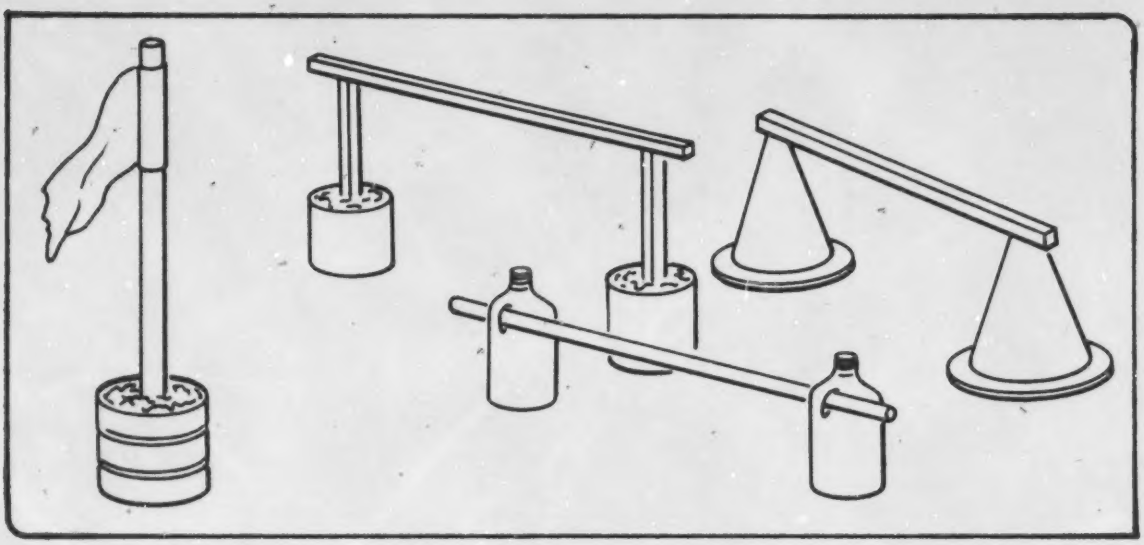
Bats

Lightweight balls can be a fascinating item when used with scoops or the stocking bat. Take a wire coat hanger and pull it into a diamond shape. Insert this into an old nylon stocking or net or other light stretch material. Tie a knot in the top and bind the handle with masking tape.



Other bats can be shaped out of wood; even some driftwood and sticks may be suitably shaped. Long bats as well as round or square bats should be made. The stocking bat can be adapted to form a crosse for lacrosse by adding a longer handle and substituting non-stretch material for the stocking.

Traffic cones and plastic containers of all kinds can be used as skittles; inverted, they can "catch" balls, and with a groove in the top of the handle they can be used to support canes.



Individual Mats

Mats can be woven from newspaper, which is then covered with varnish or shellac for durability. Frequently, carpet ends or other matting can be acquired; they can be given a plastic base for use on damp playground surfaces. Sheets of cardboard or foam rubber can be used indoors. Suitable sizes range from about 2' x 3' to 18" x 30".

Hoops

Hoops can be made from plastic plumbing pipe. The valve used to join piping can be bound with masking tape so that it becomes flush with the surface of the tube, or the piping can be stapled to a dowel inside or sealed.

Jump Ropes

Jump ropes can be made from any kind of rope or sash cord where the ends are knotted, bound, spliced, dipped in plastic or burned. Strips of cloth and old nylon stockings can be braided. These ropes are fairly heavy so they swing well. Sometimes children prefer them to the commercially produced nylon ropes, which are light, hard on the hands when turned, and sharp when they hit the legs. Ropes need to be at least 6' long; long ropes allow skipping with stretched arms. A few should be 12' long for group skipping.

Beanbags

Children can make their own beanbags, provided they can learn a strong backstitch or operate a sewing machine. Closely woven, strong material is important if the contents are to be dried peas, lentils, or small beans. Other successful fillings include apricot, peach, plum, or cherry stones; and pebbles, small pieces of bark, corn, acorns and even coarse sand or gravel. The usual size is 6" square. The bags must not be filled too full--about 1/2 to 3/4 full. A few extra-heavy or fully stuffed beanbags can be used as "shots" when children are learning shot put in track and field activities.

Quoits

Quoits or rubber rings make useful objects to throw, but unless acquired cheaply they are probably not worth a special outlay. A floor hockey disc can be improvised from them or made by binding any 6" disc firmly. (Use car-tire rubber for the base--a thick strip which overlaps.) These can also serve as discuses in track and field activities if they weigh 2 or 3 pounds.

Canes

Canes or thin sticks are useful for providing obstacles to jump over (hurdles), throwing implements (javelins), or marking boundaries, goals, or lines.

Car Tires

Both inflated inner tubes and outer casings of car tires are very useful. The inflated inner tube, if large enough, is a homemade trampoline. Most old tires will still roll. In addition, they are heavy to manipulate (good strengthening work) and fun to use in groups. They take up storage space but only a few are needed. Six or seven, for example, can be used in the group-work section of a lesson.

Walls

Walls are not normally thought of as a piece of apparatus, but there are a number of skills which can be tried using a vertical surface. Some schools attach ledges and pegs so that climbing the wall offers a challenge. A door frame or corner angle can sometimes be climbed. It is possible to run up a wall. A good take-off and run-up is required. Both hands and feet can be used against the wall and the activity can include a turn or a pushing-off with feet or hands to go higher in the air and land safely. When your back is to the wall your hands can be "walked" down over head, gradually, until the floor is reached. A push-off from a wall can be done in this extended position and from the front or side as well. Young children enjoy "pushing the walls down" and a variety of positions can be tried. (Push with one foot, your back, your shoulder, etc.) This is a popular classroom activity. Children enjoy doing handstands against a wall and lying on the floor walking their feet up a wall. However, handstands should also be tried away from the wall so that children learn to control themselves after "over-balancing."

Logs

Logs can be piled to form an obstacle to jump over; sometimes they are used to balance on; and if they are large and permanently fixed in a playground, sensible arranging can provide good climbing experience.

Jumping Pits

Jumping pits can be considered as items of apparatus and they are very useful for group work in an outdoor lesson.

Fences, walls, ledges, trestles, stages or platforms, ladders, oil drums, hills, trees, steps, gates, balance ledges, storming boards (inclined surfaces), boxes, benches, and tables may be improvised but must be checked carefully for safety hazards.

High Jump

High jump apparatus can simply be a stick help by a partner or set on cones, or a plastic pipe on high jump stands. The landing pad can be improvised from foam pieces enclosed in a net.

Hurdles

Hurdles make use of sticks (e.g., hockey sticks) placed on low cones, stools or blocks.

Shot

A shot can be improvised by filling an old small rubber playground ball with sand.

Pole

A pole for vaulting can be any sturdy wood or plastic pole with a rubber tip to prevent sliding (4'-5' high is usually most useful). Be certain the pole can't break or snap.

APPENDIX IV

HELPFUL HINTS

We asked a group of participating teachers and observers to brainstorm lists of hints, tips and techniques they had found effective in a variety of teaching situations.

Some lists focused on those areas in which sex differences and sex equity seemed to be involved; others dealt with more general questions of class management.

We are including those lists below in the hope that you will find some of the suggestions useful for you, too.

But first, the group had a general comment to make about the hints and techniques, especially those dealing with sex equity. They wanted you to know they realize that increasing sex equity will be a long, slow process. Prejudice and stereotyping are deep-seated; genuine change must be sought consistently and patiently. It is all too easy to legislate change and to impose the appearance of equality and coeducation without achieving genuine interaction or attitude changes. Activities that appear to be sex neutral or unbiased may later be found to contain a bias, or they can be approached in a way that reflects bias. We do not yet know what a truly nonstereotyped physical education program will be, and it may take years to see one emerge.

The group members recognize that the hints listed below are small and that some of them may produce an appearance of sex equity or individual growth that could turn out to mask children's actual attitudes.

Nevertheless, we also know that when people practice a new behavior they often end up developing new attitudes consistent with that behavior. So we feel it is worthwhile passing these tips on to you.

I. Techniques for Increasing Sex Equity: Sex-Mixing, Group Participation, Leadership Support, Dance

A. <u>Sex-mixed partners or groups</u>

In some classes, perhaps especially in K-2, sex-mixing may be spontaneous and unselfconscious. When asked to choose partners, some girls will pick girls one day and boys the next; some boys will pick boys at times and girls at other times.

But you may observe that some children seldom or never pick partners of the other sex, or that some always pick partners of the other sex and never of the same sex. Or you may find that most children in your class habitually choose only same-sex partners.

In those cases, the teacher needs to intervene to help children have constructive, successful experiences with the other sex (or the same sex, if they're consistently selecting the other sex). Sometimes this is best done very directly, by telling the children what you want and expect: "In this class I want girls to work with girls and also with boys. And I want boys to work with boys and also with girls. So this time,

when we choose partners, if you're a girl, look for a girl. If you're a boy, look for a boy. Now, change partners. Girls look for boys, boys look for girls."

At other times you may not want to draw attention to the sex of partners or groups, but you may want to encourage children to work with a wider variety of partners, or to develop a greater appreciation of each other's skills, interests, etc. Then you can use a number of "indirect" techniques which do not in themselves guarantee sex-mixing but which do increase the variety of partnership or group combinations.

The list below contains both "direct" and "indirect" mixing techniques. The teacher can plan a mix of direct and indirect techniques according to the needs of the class. As we noted earlier, we see no need for a rigid, 50-50 sex-mix; but we do think it's essential that boys and girls learn to feel comfortable and successful in both same-sex and mixed-sex groups.

1. "Children, choose one of the apparatus and use it. (Later) choose a partner who has the same apparatus as you."
2. "Choose a partner the same height (or weight) as you."
3. "Get the closest person to you and sit down."
4. "Choose a partner you have never worked with before."
5. "Choose a partner whose name begins with the same letter (or who has the same color of eyes, color of clothing, etc.) as yours.
6. "Choose a partner you think you can help."
7. "Choose a partner who can do the same skill as you."
8. "Choose a piece of apparatus you would like to use and sit in that station" (when apparatus is previously distributed).
9. Teacher asks for boy/girl partners.
10. Teacher privately pre-arranges for some children to help others.
11. Teacher has a policy that each member of the class works with everyone else before the end of the term.
12. Teacher has students choose same-sex partners. Later, in a foursome activity, have girl couples and boy couples.
13. Teacher assigns partners--either ahead of the lesson or while the children are getting apparatus. If there are any objections, teacher says, "Try it first and see me later."
14. Circle of boys and circle of girls move opposite ways. Stop. Have partners face each other.
15. "Find a partner before I count to 5."
16. Boy/girl partners can get apparatus and begin; the rest sit until the teacher assigns partners.

17. "Work with a partner who lives near you."

18. Teacher has sufficient pairs of same-color or same-number cards. They are handed out at random. Each child is asked to find the child with a matching color or number.

19. (Changing same-sex pairs into 2 mixed-sex groups or teams): Each pair is working with portable equipment, e.g., a ball. "One person from each pair put the ball back in the box. Those of you who carried the ball to the box go to one side, and the rest of you to the other side. That side will be team one, this side will be team two."

20. Teacher has a policy that groups or teams formed by children are to include equal numbers of boys and girls.

B. Group participation

In group participation, as in mixing, sex differences and sex stereotypes are only one reason why children may not be welcomed or effective.

If any children are discriminated against because they "can't do it" or "don't try," point out that those people probably need more practice and must be chosen first. Allow for small groups, individual practice and lots of apparatus. Playing alongside will often precede inclusion.

Group challenges can include giving EVERYONE a turn. The ball has to be touched by the whole team, the group catches the ball in a blanket and tosses it, one team member joins the other team after an enemy hit (or catch, etc.). Pass to the whole team.

Sometimes there is a place for permanent sex-mixed groups. Then the teacher can simply say "go to your group places." When free choice of groups or apparatus is allowed, check that it really is a choice and not that some couldn't be included, or that some felt unwelcome. (Many children do not want to be the only girl or boy in a group, and will therefore choose not to go to that group, even if they'd like to use the apparatus or equipment.) Switch groups or allow a second attempt: EVERYONE has to do two (or three) different things, stop and go to a different group, etc. If there is anything in short supply, such as climbing ropes or baseball bats, then check to see who has not yet had a turn and make sure EVERYONE has an opportunity to use everything.

The whole process is much easier if it links with classroom practice and if children are used to sex-mixing in other school curricula and procedures (mixed lines, sex-equal leadership and monitoring activities, lunchroom integration, shared drinking fountains, etc.). Be aware of any unwritten rules at recess (girls use bars, boys play square-ball, etc.) and plan ways to encourage sex integration and equal skill development in girls and boys.

C. Leadership support

Although both boys and girls often need support as leaders, we observed that many more girls than boys find if difficult to accept and exercise leadership. Girls were seldom chosen by their classmates to be team captains, for example. Even when the teacher assigned girls to be team captains, we often observed boys taking over the job. We also observed children, especially girls, refusing the opportunity to be a leader.

Teachers need to give active support to children (perhaps especially to girls) who are learning leadership skills. Suggestions:

If children refuse leadership, accept their refusal but ask them to do it "another time." Say, "I'll help you" or "Well, do it just for now." Switch the area of request. Reinforce good action or management first and then request leadership: "I know you can do it." When children "show," prepare the class to appreciate performance, head the clapping, saying "good try." Ask for an activity in two's--one be leader, the other copy--then switch leadership. Sometimes ask good performers, on a sex-equal basis, for permission to use them in a demonstration. Allow volunteers to "show."

Assign leadership and rotate. Speak up in direct support of the leader: 'Mary's the captain; let's hear from her." (One teacher was observed asking a boy to "go to the wall" for a few minutes because he didn't support the girl captain.)

Teach an awareness of how physical differences can affect leadership or success in physical activities. Help children understand that they are their own best judges, and that what they are judging is their own progress. The tall child has more weight when climbing rope, short-legged children are more likely to knock the hurdles down, a long spine finds it hard to roll, etc. Say, "Can you do more now than you could? Good! Hot and sweaty? Good!" Encourage doing it "differently." Praise creativity and originality.

D. Dance

Are there male models for dance? Do male teachers dance? Can you provide pictures of males dancing? Is contemporary music sometimes used? Does the teacher join in with boys and girls? Encourage both same-sex and mixed-sex partners so that children focus attention on the movement rather than the sex of the partner. If children move first it is easier to create a "pattern" (or dance). Grace and beauty and good form are part of many physical skills. Athletes and football players do dance exercises and jump rope. Use sports movements to make a "pattern" (dance). Some of the fittest and strongest men are dancers.

II. Other Teaching and Management Tips

Encourage. Be enthusiastic. Tell children to THINK. "This is difficult but I'm going to let you try it . . ." Join in (as long as children don't just copy you). Make comments as the children are working: "You had a good idea," "someone is using his/her feet."

Teach a skill early in the lesson and then apply it. Move the body with no apparatus and then add apparatus. Prepare challenge cards and place them at apparatus or in stations. Before the children get apparatus, tell them what to do with it.

A. Signals

"Stop"

"Freeze"

"Hand clap"

"Whistle" (short sharp blast)

"Drum beat" (clear and quick)

"Stop and sit"

"Stop and jump up and down"

"Stop and stretch high"

Make a preliminary warning sound: "Aaand--stop." "All right and stop." "And rest." "Slow down, slower, and--stop." "OK everybody, stop." "Finish off what you are doing and stop." "Stop and come and sit here." "When you've had one more turn I want you to put the apparatus away." "You have ten seconds to finish."

Tell children who are climbing high to start coming down because in a minute they're going to stop. (Children climbing should not stop and get down in a hurry.)

B. Starting

If possible one-word commands or very brief instructions: "Run." "Spread out and run." "Off you go." "Begin." "Go." "Are you ready?" "Start moving." "Get busy." "Start as soon as you're ready." "When you are in a space, begin."

C. Apparatus

"Hold it." "Rest." "Sit on it." "Put your apparatus on the floor and rest your foot on it." "Keep it still or put it away." "Who is ready first?" When taking out apparatus: "If you can't take it out properly you are not ready to use it." Have more than one source of supply. Go get by color of clothing, groups, same name initial, etc., but ultimately teach the children to walk, not rush, to take the closest piece, not grab, etc. Children need to learn there's enough for all. EVERYONE shares, EVERYONE uses.

D. Miscellaneous

If outdoors, the teacher should face the sun.

Stand outside the groups of children to observe them.

Make sure there are no children behind you.

Limit the area of activity if outdoors (ahead of lesson).

Comments made by the teacher during the activities are effective. Commend so that all can hear.

Don't stop children too frequently. Have something worth saying when you do.

If children fidget a great deal you may be talking too much. If children are very slow to stop playing, you may be stopping them too frequently.

If you use monitors (sex fair), rotate them. All children need to learn.

"Keep a 'bubble' around you when you move."

"Spread your eyes, look for a space."

"Can you turn around in your space without touching anyone?"

It is more important to follow children's interests and activities than to keep to time allocations.

Noise level is often an indication of interest level. (Interested? Quiet please.)

No shouting. "Speak to someone who is near."

"Yelling instructions doesn't help. They have to learn what to do for themselves."

"Leave them alone. Let them do it in their own way."

Tattle-tales: "How do you know? You should be busy working."

Some teachers have music playing during activities: "When the music stops, sit down."

Think about what you did for the next lesson.

"If you have a good idea that we could all try, come and tell me."

Circulate during activities, observing, encouraging, and helping.

E. Intervening in disputes or instances of social isolation

1. Listen to both sides of a dispute and ask children how they think it should be solved fairly; OR say "I'm sorry, but I haven't time to deal with this now; if you can't sort it out fairly, perhaps you'd both better sit out this activity." (If they do sit out, try to get to them before long and help.)

2. "If you both want the same thing, perhaps neither of you should have it"; OR if you are very busy, take the article in dispute and give each child something else.

3. If there is a particular child that no one will choose as a partner, try to arrange to be free to work with that child. Call the child to you quickly before he or she gets left out. You will need to do this several times in a row. Then you can start out with the child and trade partners with another couple so that you "get to work with someone else for a little while" and then re-trade so that you work with a third child; OR privately, before the lesson, ask a good-natured child to choose the isolated child as a partner; OR allow the isolated child to play along and give him or her frequent attention. In the long run, you will need to find out the reason behind the situation.

APPENDIX V

ADDITIONAL LESSON PLANS

One of the significant changes that takes place during Project A.C.T.I.V.E. is the increased interest that boys show in dance and dance-related activities. Some project teachers have had success with teaching lessons in which activities using small apparatus are combined with music. Following are three sample lessons of this nature.

Because teachers also showed interest in less traditional approaches to major sports, an additional lesson in volleyball and one in tennis-related activities are also included. Readers are reminded that repetition and the passage of time are very helpful where progression in skill is required. Simple repetition of the following lessons or the inclusion of variations in the same lesson can continue as long as the children are interested. As they develop skill, children tend to increase interest and sustain longer repetition.

PROJECT A.C.T.I.V.E. INTRODUCTORY LESSON

Grades: K - 5

Objectives: Create movement with ropes, beginning rope skipping.

Apparatus: Single jump ropes, one for each child, or substitute ropes with hoops.

Activity	Instructional Cues	Comments
F.W.: Get a rope, work in your own space (optional).	Plan for distribution of ropes. Observe activities; are boys and girls involved equally? What activities are selected by each?	Is EVERYONE involved?
I.A.: Place the rope on the floor and make a shape with it. Jump over the shape. Show another kind of jump. Show three different jumps. Change the shape; travel around the shape in different ways. Travel in and out of all the shapes in the room. Make a new shape; combine two favorite jumps over the shape; two different ways to travel around it.	Encourage a variety of ways of traveling. Have the children show their three jumps. Reinforce creative and new ideas. Discuss with children how to get a higher jump and how to get a "quiet jump."	Observe differences in jumping skills.
B.A.: Show a stretch position over the rope; use two different body parts then four different body parts. Support weight on a large part of your body inside the shape; on 2 small parts. Place one body part inside the shape and travel around the shape; change body parts and ways to travel. Drop the rope; look at the shape, match the shape with your body. Make a letter with a rope; travel the shape of the letter; try this on different body parts.	Share ideas; reinforce quality and creativity.	Reincorce creative ideas on a sex-equal basis.
S.F.: Show a way to jump the rope; use one hand or two hands; one foot or two feet. Can you find three ways to jump the rope? Try to jump using consecutive swings. Change direction. Create a pattern using two jumps and change direction.	K - 1 grades may wish to close the lesson with this activity, as the next part deals with skipping rope.	
G.I.: Partners: Follow the leader; use ropes and try out your partner's ideas. Devise a pattern with two jumping one rope. Change partners. Optional: Groups of 3 or 4. Two hold ends of a rope while the other 1 or 2 go over and under the rope in as many ways as they can. Change places. Vary the height of the rope.	If many children do not jump rope well, change the group activity to include partner sequences with one or two ropes on the floor; show us a sequence of 4 movements which include traveling, jumping, balance. Might use music with rope sequences.	Encourage sex-mixing. Observe skill level of all, creativity and imagination.
C.: Observe partner sequences with the ropes.	Discuss other ways to use ropes.	

PROJECT A.C.T.I.V.E. INTRODUCTORY LESSON

Grades: K - 5

Objectives: Creative movement with ropes, beginning rope skipping.

Apparatus: Single jump ropes, various obstacles.

Activity	Instructional Cues	Comments
F.W.: (optional) Get a rope; try activities learned in previous lesson.	Which activiites are selected by the children? Who can skip a rope?	
I.A.: Place rope on floor; running, skipping, hopping in and out of all ropes. Change direction on signal. Go across each shape using a different jump.	Careful on spacing; try not to touch a rope; "hot" potatoes. Reinforce quiet jumps and high-stretched jumps. Have skillful, creative children show their ideas.	Reward everyone equally.
B.A.: Show a wide, stretched shape over the rope, change positions. Place weight on hands in center of rope and get feet to the opposite sides; try different ways. Show three ways of traveling around the rope. Balance on one body part inside the rope, balance on two, four parts. Show a sequence with the rope in a shape on the floor; travel around; weight on hands to get across, finish with a balance.	Encourage variety of movement, positions; side facing floor; back facing floor. Observe other ideas.	
S.F.: Hold the rope using one hand or two hands; turn the rope; can you jump over it? How many times; how many consecutive jumps? Can you show three different ways to jump the rope? Ask a friend to hold a rope and swing it in a large circle near the floor; can you jump across the rope when it comes around?	Encourage variety; double jumps, turn rope forward, backward, rock step, jump on one foot.	
G.I.: Make up an obstacle course; use 4-6 in a group; select apparatus, e.g., cones, plastic containers, hoops, lines. Travel with the ropes in and out of the obstacle course. What can you do with the rope while traveling in and out of your obstacle course? Change the obstacle course. Try "Follow the Leader" with each child having a turn as the leader. Partners: "Tug of War." Each pair has a rope. Find two different ways of pulling one another across the line. Change partners.	The G.I. part can be used in "station" activity. Six stations: 2 stations use obstacle course, 2 stations use ropes for skipping, etc., 2 stations with small equipment or 2 stations with task cards which list challenges. Use music with this activity or with station activity. Change groups.	Observe sex-mix.
C.: Discuss ways in which rope skipping might be used--"Why do athletes skip rope?" "How would it help you?" What new activities were learned today?		

PROJECT A.C.T.I.V.E. INTRODUCTORY LESSON

Grades: 3 - 6

Objectives: Activities with music and apparatus, creative use of apparatus, group interaction.

Apparatus: Record player or tape recorder. Music "Paloma Blanca," 4/4 music, lively; "Hustle." Small equipment--ropes, balls, beanbags, hoops, parachute.

Activity	Instructional Cues	Comments
I.A.: Use part of "Paloma Blanca." Movement to music in own space; tap out four counts. Move in general space; combine running, jumps, turns, skipping. Change directions. Select a piece of apparatus (balls, beanbags, etc.). Move your apparatus in time with the music; try different activities with the apparatus. Change apparatus with someone else. Try new activities. Can you do one activity four times, and do another activity four times? Can you move and keep the apparatus moving?	Encourage a variety of movement, control. Try activities in double time, in "slow" time.	
B.A.: Can you start at a low level, such as sitting, and keep the apparatus moving up to high level and then go down again slowly? Find three ways to use the equipment with this task. Share your ideas with a partner when you have yours completed.	Reinforce creativity, originality. Use music with the activity. Encourage partner activity. Observation of half the class, change.	
S.F.: 1) Change your equipment with another person. Repeat above challenges. 2) Change equipment. Keep the apparatus moving while you are traveling. Change movements at the end of 4 counts; devise three different ways to keep apparatus moving while traveling; show the sequences.	Encourage good control. Try to suggest challenges which lead to more skillful activity.	
G.I.: Partners: Use 1 or 2 pieces of equipment. Listen to the music. Find four activities with the equipment and keep time with the music. Observe another pair when you are done. Share ideas. Divide into four groups. Each group selects equipment for that group. Create an activity where all are moving and doing the same thing with the equipment--try a circle, moving in one direction for 8 to 12 steps, then moving in the opposite direction, then completing it with each person making up her/his own activity for four counts. Practice and refine the sequence. Keep same groups: Start activity with individual practice in a line with the group. Suggested sequence: Listen to the music; move backward in three counts and clap on 4th; move forward 3 counts, clap on 4th; move sideways 3 counts, clap, repeat to the other side. In your group, take the next part and make up a sequence to 4 counts; a second and third sequence. Repeat.	Each group selects one person to get the equipment for them, such as ropes, balls, hoops or parachute. Let each group show its dance. Equipment is unnecessary for the activity, but could be used if the children are familiar with the "Hustle." Ask the groups to think about what other kinds of activities or steps could be included in the last part (e.g., jumps, turns, changing direction). The "Hustle" is an example of a popular activity using specific patterns, creativity, or a combination of the two.	Observe interactions. How many different ways to get groups?
C.: Show activities which groups felt they did best; ideas, skills.		

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PROJECT A.C.T.I.V.E. LESSON PLAN OUTLINE Tennis Related - primary and intermediate grades

Objective: To provide initial racket skills for K - 6 students as well as to introduce the station approach.

Apparatus: Flat wall space, tape, paddles and/or rackets, appropriate balls, 2 tires, 2-3 beachballs, enough hoops for half the class.

Activity	Instructional Cues	Comments
F.W. (2 min.): Obtain a paddle and a ball and practice striking the ball above the 3' line on the wall (taped). How many times can you strike it in 30 seconds? in 60 seconds?	See that EVERYONE is involved.	
I.A.(2 min.): Balance the ball on the face of your paddle. Can you move quickly through general space (about the room) maintaining this balance? Practice striking your ball upward. Can you mirror the bounces? How many times can you leap the bouncing ball before it stops?	Remember to move quickly and safely. Observe for similarities/differences in boys' and girls' abilities.	
B.A. (2 min.): Place paddles and balls aside and stand facing a wall with arms spread. Pretend the wall is a giant clock; can you press your racket hand on each number (1-12) and hold for 5 seconds? Can you do this with you back to the wall?	Press as if you were striking a ball. Press through the wall (elbow locked).	
S.F. (12-15 min.): Divide students (3-4) per station and rotate every 1-3 minutes: Station 1 - Create a "help your partner" game. (Apparatus: tire, beachball, paddle.) Station 2 - How many times can you keep a ball UP? (Apparatus: paddles and balls.) Station 3 - Can you alternate hits off opposite sides of a paddle? (Apparatus: paddles and balls.) Station 4 - Create a "one bounce" game with your partner. (Apparatus: paddles and balls.) Station 5 - Is anyone able to keep two balls going off a wall? Station 6 - Place a hoop next to the wall. Can you strike a ball off the wall and into the hoops? (Apparatus: paddle, balls and hoops.) Station 7 - Practice zigzag jumps over an outstretched rope. Station 8 - Can you play a ball off the wall with your other hand?	May need to put the tasks for each station on a task card. Reinforce creative ideas on a sex-equal basis. (Hint) Start the second ball (station 5) as the first one hits the wall. As skills increase, move the hoop (station 6) closer and closer to the wall. Keep elbow locked at Station 8.	
G.I. (3-4 min.): Choose a partner for a "cooperative lob" game. Place a hoop between partners. See how many time the two of you can strike the ball in a fly into the hoop.	Try to encourage coeducational interaction. Partners choose the distance between the hoops.	
C. (1-2 min.): Close the lesson with questions relating to what was and was not accomplished, e.g., Who learned something new today? What station was your favorite? How many of you put all of the apparatus away?		

PROJECT A.C.T.I.V.E. LESSON PLAN OUTLINE: Ball Handling - Volleyball

Objective: To develop volleyball-related skills and creative activity.

Apparatus: Variety of balls.

Activity	Instructional Cues	Comments
F.W.: Set up nets.		
I.A.: Beachballs, balloons, light balls, volleyballs are scattered around the room. Run, skip, slide, hop around balls going different directions and not bumping anyone. Run and jump over balls. See how many you can jump over in 30 seconds.	Emphasize good spacing and body awareness. Continue until children are breathless.	
B.A.: Everyone has a ball. Practice keeping ball up in the air using set and bump as practiced in previous lesson. Now go to a wall and practice those skills.	Move to get under the ball. When against the wall try to anticipate how far back you need to be and how fast you need to send the ball to the wall. What skills do you use if the ball is below your waist?	Sex-equal sharing of real volleyballs.
S.F. & G.I.: Six volleyball-related stations explained. Groups of four or five: 1) Wall volley--EVERYONE has own ball and sends it to the wall practicing the "set." Numbers are put on the wall to try to aim for. 2) Serving--with a partner, serve back and forth over the net; practice overhand, underhand, side-arm. 3) Mats on floor near the wall; kneel on one knee and practice bumping against the wall. All have a ball. 4) Volleying ball back and forth over the net (set and bump). 5) Keep it up--one ball for group. With a partner, see how long you can keep the ball up before it touches the ground. 6) Game station over net. Make up a game including the skills learned (swing, setting, bumping).	1) Skill-matched groups are important. 2) Leave balls which are at the stations, thereby allowing everyone to use different balls. 3) Move body to get to the ball or to get under it. Minimize standing around. When working with a partner, make him/her "look good."	
C.: 1) Talk about getting along in your groups. Reinforce good behavior and smooth transition from station to station. 2) Spread balls out for next class.		

Resource Material on Physical Activity

Sports, Sex-Role Stereotyping, and Sex Discrimination

A. Publications: Articles and Books

1. a. AAHPER (1201 16th St. N.W., Washington, D.C. 20036). Complying with Title IX in Physical Education and Sports, September 1976.

   b. AAHPER. Equality in Physical Education and Athletics, 1977.

   c. AAHPER. Games Teaching. JOHPER Reprints, 1978.

   d. AAHPER. Title IX: Sex-Integrated Programs That Work. Marjorie Blaufarb, 1978.

   e. AAHPER. Educational Gymnastics. JOHPER Reprints, 1979.

2. Arnett, C. All Active, All Successful. Bellingham, Washington: Educational Designs and Consultants, 1976.

3. Bandura, A. and R. Walters. Social Learning and Personality Development. New York: Holt, Rinehart and Winston, 1963.

4. Bandura, A. "Feminine Self-Esteem, Self-Ratings of Competence and Maternal Career Commitment." Journal of Counseling Psychology, September 1973.

5. Bem, Sandra. "Beyond Androgyny." In A.G. Kaplan and J.B. Bean (Eds.), Beyond Sex-Role Stereotypes: Readings toward a Psychology of Androgyny. Boston: Little Brown, 1976, pp. 47-62.

6. Golden, Gloria and L. Hunter. In All Fairness: A Handbook in Sex-Role Bias in Schools. San Francisco: Far West Lab for Educational Research, 1974.

7. Guttentag, Marcia and H. Bray. Undoing Sex Stereotypes: Research and Resources for Educators. New York: McGraw-Hill Book Co., 1976.

8. Herkowitz, Jacqueline. "Sex-Typing of Gross Motor Activities." Abstracts of Research Papers, 1976. AAHPER Conference, Milwaukee, Wisconsin.

9. Katzenmeyer, W.E., et al. "Psychomotor Abilities Inventory Related to Social and Academic Performance." Symposium papers presented at the National Conference of AAHPER, Milwaukee, April 1976.

10. Lee, Patrick. "The Early Classroom Experience: Masculine or Feminine?" Perspectives in Education. Columbia University; Teachers College.

11. Leonard, George. The Ultimate Athlete. New York: Viking Press, 1974.

12. Lever, Janet. "Sex Differences in the Games Children Play." Social Problems, 23:4, April 1976.

13. Lockheed, Marlaine E. Equal Status Behavior Workshop. Women's Educational Equity Act Program, 1977.

14. Lerner, Richard M. "The Development of Body-Building Stereotypes in Males." Child Development, 43:3, September 1972.

15. Lynch, Jerry. "Equal Opportunity Is Lip Service: Sex-Role Stereotyping in Schools." Elementary School Journal, October 1975.

16. Maccoby, E.E. and C. Jacklin. The Psychology of Sex Differences. Stanford Calif.: Stanford University Press, 1974.

17. Mischel, W. "Sex-Typing and Socialization." In P. Mussen (Ed.), Carmichal's Manual of Child Psychology, Vol. 2. New York: John Wiley and Sons, Inc., 1970.

18. Montemayor, Raymond. "Children's Performance in a Game and Their Attraction to It as a Function of Sex-Typed Labels." Child Development, 45:1, March 1974.

19. Nelan, Linden and S. Kagan. "Competition: The Star Spangled Scramble." Psychology Today, September 1972.

20. Selby, Rosemary. "Children's Attitudes toward Females in Sports: Their Relationship with Sex, Grade, and Sports Participation." Research Abstracts (AAHPER Convention), 1976.

21. Sutton-Smith, Brian. "Child's Play: Very Serious Business." Psychology Today, December 1971.

22. Sutton-Smith, Brian. "Ordinal Position and Sex-Role Differences." Genetic Psychological Monograph, 70:297-321, 1964.

23. Turner, Lowell F. and Susan Turner. Elementary Physical Education: More Than Just Games. Palo Alto: Peek Publishing Co., 1976.

24. Turner, Lowell F. and Susan Turner. Creative Experiences in Games and Sports. Palo Alto: Peek Publishing Co., 1978.

25. Tibbets, Sylvia Lee. "Sex-Role Stereotyping in the Lower Grades." Journal of Vocational Behavior, 6:2, 255-261, April 1975.

B. Teacher Training Materials

Project Awareness: A training program and manual designed to 1) increase awareness of educators concerning the extent and consequences of sex-role stereotyping and 2) provide tools, techniques, and strategies for the development of bias-free programs at all levels of public education: local, regional, and state. Project Awareness is a seven-state project administered by the Superintendent of Public Instruction, State of Washington.

C. Films

"Every Child a Winner." AAHPER. Available for rental or purchase.

Three Films on Sex-Role Stereotyping: "Hey! What about Us?", "I Is for Importance," and "Anything They Want to Be?" "Hey, What about Us?" describes stereotyping in physical activities, in games on the playground, and in the classroom. We found this film to be highly useful. Address inquiries to University of California Extension Media Center, Berkeley, CA 94720.

"Games in the Primary School, Games in Intermediate Grades," Glenn Kirchner, Simon Fraser University, Burnaby, B.C., Canada.

"An Equal Chance through Title IX," AAHPER.

D. Filmstrip/Slide-tapes

"Sexism in School: What We Can Do." Educational Activities, Inc., Box 372, Freeport, N.Y. 11520. 1976. 15-minute filmstrip.

"Sex Discrimination in Public Schools" from Project Awareness. 23-minute slide-tape presentation. Available free to residents of Alaska, California, Idaho, Montana, Nevada, Oregon and Washington. Address inquiries to Title IX Supervisor, State Department of Education, in appropriate state. Inquiries from other states should be addressed to: Sex Equity Program, Equity Education, SPI, Old Capitol Building, Olympia, WA 98504.

E. Newsletters

1. PEER Perspective. PEER, 1029 Vermont Ave., N.W., Suite 800, Washington, D.C. 20005. Free.

2. "SPRINT: In the Running". Women's Equity Action League Fund, 805 Fifteenth St., N.W., Suite 822, Washington, D.C. 20005. Free.